

AGENDA
SEVIER SCHOOL DISTRICT
BOARD OF EDUCATION
SEVIER SCHOOL DISTRICT OFFICE
WEDNESDAY, NOVEMBER 12, 2014 – 3:00 PM

Welcome

- 1. PRELIMINARY – Tom Hales**
- 2. CONSENT AGENDA – 3:05**
 - A.** Approval of Minutes
 - B.** Approval of Employees
 - C.** Request for Out-of-State Travel
 - D.** Student Recognition
 - E.** Policy Revisions
 - 1.** 2015-16 School Year Calendar – Second Reading
 - 2.** 2016-17 School Year Calendar – Second Reading
 - 3.** #3160 Travel Policy – First Reading
 - 4.** #3165 Activity/Field Trips – First Reading
 - F.** Approved Contract for Physical Therapy services – Castleview Physical Therapy
 - G.** Financial Summary for October 2014
Checks issued October 2014
- 3. REPORT – 3:10**

Richfield Residential Hall Director – Cody Workman
- 4. PATRON DIALOGUE – 3:35**
- 5. DISCUSSION – 3:50**
 - A.** Items from the Board
 - B.** Items from Administration

BREAK – 4:30
- 6. CLOSED MEETINGS (2) – 4:40**
- 7. ACTION ITEMS**

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Gail Albrecht Assistant Superintendent, at 180 East 600 North, Richfield, Utah, 896-8214, at least three working days prior to the meeting.

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.A. – APPROVAL OF MINUTES

Pertinent Information

Minutes from the October 8, 2014, Board Meeting and Closed Meeting are enclosed for your consideration of approval.

Additional Information Enclosed

Administration Recommendation

Administration recommends approval of the minutes.

OCTOBER 8, 2014– TENTATIVE NOTES OF ACTION TAKEN BY THE SEVIER SCHOOL DISTRICT BOARD OF EDUCATION AT A MEETING HELD ON OCTOBER 8, 2014, AT 3:00 PM IN THE SEVIER SCHOOL DISTRICT OFFICE.

In attendance were President Clint Johnson, Vice President Jack Hansen, members Richard Orr and Don Naser, Superintendent Cade Douglas, Assistant Superintendent Gail Albrecht, Business Administrator Chad Lloyd, and Executive Secretary Krista Nielson. Board member Tom Hales was excused.

Also in attendance were Secretary Mavane Loftus, Principal Jade Shepherd, Patrons Stewart Shaver and James Barney.

President Johnson welcomed everyone to the meeting.

Superintendent Douglas offered the reverence and led the group in the Pledge of Allegiance.

A motion was made at 3:04 p.m. by Don Naser and seconded by Jack Hansen to pull item number 2.D.6 – Policy #3165 Field Trips from the consent agenda. Voting went as follows: yes – Clint Johnson, Jack Hansen, Don Naser and Richard Orr. Motion passed.

ITEM #2– CONSENT AGENDA. President Johnson called for objections on the consent agenda. There were no objections, and the consent agenda received Board approval.

ITEM #2.A. – APPROVAL OF MINUTES. Minutes from the September 10, Board Meeting, and Closed Meeting were approved.

ITEM #2.B. – APPROVAL OF EMPLOYEES. The following individuals were approved for employment: **Brianne Anderson** for the position of a 19-hour per week instructional assistant at Salina Elementary; **Ryan Fisher** for the position of an on-call custodian at Richfield High; **Desirae Beaulieu** for the position of a 2-hour per day bus assistant on the Annabella/Monroe bus route; **John Syphrett** for the position of a 5.5-hour per day custodian at Richfield High; **Chasity Anderson** for the position of a 19-hour per week special education aide at North Sevier Middle; **Machaela Burt** for the position of a 16-hour per week intervention aide at North Sevier Middle; **Genevieve Rodriguez** for the position of the Title VII Coordinator for Sevier School District; **Stacey Roberts** for the position of a reading intervention assistant at Monroe Elementary; **Donna Maxfield** for the position of a Bus Route Driver a new special needs route between Monroe and Richfield; **Aaron Sorensen** for the position of a Bus Route Driver a new special needs route between Redmond and Richfield, and **Hannah Henderson** for the position of a special education instructional assistant for Sevier School District

ITEM #2.C. – REQUEST FOR OUT-OF-STATE TRAVEL Transportation Director Gary Kyhl received approval to attend the *Legal and Liability Issues in Schools Training Seminar* in Las Vegas, Nevada on November 30-December 2, 2014. The seminar provides very good information that can assist administrators in protecting the rights of Sevier School District, students, and staff. The information gathered and taught at the seminar will be communicated and explained to the principals.

ITEM # 2.D.1. –NEW – #2123, IMMUNIZATION POLICY- SECOND READING The proposed policy received second reading approval.

INSERT A

ITEM #2.D.2. – REVISION – POLICY #2156, CAREER –PROVISION CLASSIFIED EMPLOYEE –SECOND READING The proposed revisions received second reading approval.

INSERT B

ITEM # 2.D.3. –NEW – #2159, ASSISTANT ADMINISTRATORS – SECOND READING The proposed revisions received second reading approval.

INSERT C

ITEM #2.D.4. – REVISION – POLICY #2225, ORDERLY SCHOOL TERMINATION FOR EMPLOYEES –SECOND READING The proposed revisions received second reading approval.

INSERT D

ITEM #2.D.5. – REVISION – POLICY #3020, ATTENDANCE –THIRD READING The proposed revisions received third reading approval.

INSERT E

ITEM #2.D.6. – REVISION – POLICY #3165, FIELD TRIPS – FIRST READING This item was pulled from the consent agenda.

ITEM #2.D.7. – REVISION – POLICY #4095, HOME SCHOOL POLICY– SECOND READING The proposed revisions received second reading approval.

INSERT F

ITEM #2.D.8. – 2015-16 SCHOOL YEAR CALENDAR – FIRST READING The proposed calendar received first reading approval.

ITEM #2.D.9. – 2016-17 SCHOOL YEAR CALENDAR – FIRST READING The proposed calendar received first reading approval.

ITEM #2.E. – SEVIER DISTRICT’S CONSOLIDATED APPLICATION The consolidated application received Board approval.

INSERT G

ITEM #2.F. – FINANCIAL SUMMARY. The financial summary for the period ending September 30, 2014, was approved as well as checks issued in September 2014.

ITEM #3. – REPORT – ASHMAN ELEMENTARY SCHOOL Ashman Elementary School Principal Jade Shepherd provided a power point presentation to the Board. He explained the areas of focus at Ashman Elementary school including: proficiency goals, assessment results, school improvement plans which include achieving goals for all grades measured by DIBELS reading, ALCITY and i-Ready Math, SMART goals, parent involvement, budgets, and physical and emotional safety in school. He explained that the SMART goals established focus on four essential questions geared specifically to meet the needs of their students. Decisions are based on data; progress monitoring and PLC’s are guided based on data to ensure growth and proficiency. He stated that physical safety is his number one priority. Mr. Shepherd reported that the staff is feeling success as they work toward focusing on student achievement.

The Board and Administration thanked Mr. Shepherd for his support of District initiatives and commended him and his staff for doing a great job.

INSERT H

ITEM #4. – PATRON DIALOGUE There was no patron dialogue.

ITEM #5.A. – DISCUSSION – ITEMS FROM THE BOARD

- Information was shared regarding NSBA Annual Conference: The conference is being held in Nashville, Tennessee on March 21-23, 2015, and registration opens on October 15.
- Information was shared regarding the upcoming legislative meeting and dinner at Juab High School: Friday, November 7, 2014 at 1:00 p.m. Board members will need to RSVP if they are wanting to attend.
- Information was shared about the upcoming USBA Annual Conference at Little America Hotel on January 8-10, 2015. The reservations have been made and more information will be given as it is received.
- President Johnson commented on the recent EBOLA scare and wanted to make sure the District has a plan in place if an outbreak were to occur.

Superintendent Douglas stated that the District works closely with the Health Department to make sure students are safe. Students must be immunized to be in school and the new immunization policy in place for District employees will help

in protecting the students and staff. The District always follows the lead of the Health Department to ensure safety among the students and staff.

ITEM #4.B. – DISCUSSION – ITEMS FROM ADMINISTRATION

Items from Superintendent Douglas

- Superintendent Douglas shared information on the upcoming Athenian eAcademy that has been approved to open in the fall of 2015. According to the information provided the eAcademy is projecting 70 students within our district will be enrolling with the school in 2015. He wanted the Board to be informed about the prospect of the new school.
- Superintendent Douglas stated that the K-16 Math Alliance focus with Snow College has been a success so far. The Snow College professors are seeing a difference with the changes made with the new model of teaching. Superintendent Douglas commended Snow College President Carlston for his efforts in forming this alliance.
- Superintendent shared information about his meeting with Governor Herbert. Superintendent shared Governor Herbert's priorities for education and his ideas and projections for the 2015 budget. Relating to Common Core, Governor Herbert has asked the Attorney General to research Common Core and attest that it is not being tied to the Federal Government in any way. The Governor has also administered a survey about Common Core asking for parents input. So far he has received 7,040 responses, most of the responses show support toward the new standards. The Governor recommends the bar be raised for students of all ages and feels the standards provide a way for improvement.
- Superintendent Douglas also mentioned some possible changes taking place in how the State School Board representatives will be selected in the future.
- Superintendent Douglas updated the Board regarding the candidates for State Superintendent position. The candidates will be interviewed on October 9, 2014. The decision will be made by Friday October 10, 2014.
- SAGE testing results: Superintendent Douglas displayed the Sevier School District website page showing information regarding the end-of-level SAGE test results from last spring. The information provided is to ensure parents are informed as the test results are released. As SAGE moves forward it will be similar to NWEA in that it is adaptive. He noted that SAGE results are one of many indicators of student success.

Mrs. Albrecht conveyed the individual student reports generated from the assessments will eventually have historical details showing specific information about student strengths that are targeted to help students. Test results from last spring will be available on October 20, 2014.

Superintendent Douglas stated that the scores from now on would be immediate, allowing us to be more in line with where we were with NWEA. There was discussion among the Board regarding SAGE assessment results.

Superintendent Douglas also noted that the governor has integrated a 10-year plan for education and economic development. The plan leads us to achieving our state goal that 66 percent of all working-age Utahns will hold a post-secondary degree or certificate by 2020. The PACE (prepare young leaders, access for all students, complete certificates and degrees, and economic success) system gives information regarding how to improve the school based on the PACE system.

- Superintendent Douglas reported the possibility of a Utah State University and UCAT (Utah College of Applied Technology) merge. Currently, Snow College offers Concurrent Enrollment classes available for students to take. He addressed both pros and cons of the merge including: funding, CTE course competition, class offerings, sharing teachers, and the possibility of program changes. There was discussion among the Board regarding the possibility of the merge. He encouraged the Board to start contemplating what option would be best for students.
- Superintendent Douglas asked the Board to discuss ideas in regards to the proposed changes to the out-of-state travel policy. There have been frustrations from schools within the district for not allowing any out-of-state travel. There are important factors to consider when allowing out-of-state travel including: liability, time away from school, the financial pressure it puts on parents, and assuring travel is not the priority. The new policy proposed includes a permission slip, disclosure statement, and a proposed travel form, thus eliminating those hurdles. Superintendent Douglas voiced his support and recommends moving forward with the new policy. The idea of all or nothing does not work; implementing the new policy will provide a way to address the concerns associated with out-of-state travel and provide good opportunities for students. There was discussion among the Board in regards to changes made to the policy.

Items from Gail Albrecht

- Mrs. Albrecht provided information regarding the upcoming suicide prevention meetings scheduled in each attendance area within our District. The meetings are scheduled for November 4th–6th at the individual high schools. The District is working with community members and businesses in trying to raise community awareness.
- USU Grant partnership: Mrs. Albrecht stated that Rebecca Mills received a 4-H grant for an after school program focusing on mentoring, literacy and STEM. The grant is fully funded and details about the program will be coming soon.
- Mrs. Albrecht informed the Board that the substitute pool has been replenished. With the new substitutes being hired it should help alleviate problems teachers sometimes have in trying to find a substitute.
- Mrs. Albrecht updated the Board in regard to SLO (student learning outcomes)

requirements. SLOs will likely be required to be written by all grades and subjects, not just by non-tested grades and subjects. As part of their evaluation, teachers are required to show they were able to positively impact student achievement. The District will pilot SLOs this year.

Items from *Chad Lloyd*

- Mr. Lloyd gave an update on the following construction projects:
- South Sevier High: Mr. Lloyd reported that brick is going up on the face of the new band room. The drywall is lined out, walls will be up starting today and the roof issues have been resolved. The roof membrane on the north side of building is on and they are starting on the south side. There have been minimal change orders and the changes are well below the allowance that was set. Mr. Lloyd commended Mr. Morwood in managing the project.
- Richfield High School: There have been no issues; according to Mr. Wilson and the construction crew things are going well. The second story track floor will be poured today.
- October 1 count: Mr. Lloyd reported that there was a 70 student increase overall District-wide. Because of the increase, staffing adjustments were made.
- Mr. Lloyd informed the Board of the new Field Technician job opening. With the changes and demand in technology the technology department is needing additional help, because of the demand it was determined to open up an entry level job for someone to alleviate some of the work load and allow Mr. Torgerson to do the job he was originally hired to do.
- Mr. Lloyd informed the Board that the three-year contract with Whites Sanitation has ended. After working with Whites Sanitation, a new contract was issued which will continue for the next five years. Mr. Lloyd feels the proposal is reasonable and is happy with the new contract.

ITEM #6. – CLOSED MEETINGS. A motion was made at 5:48 p.m. by Jack Hansen and seconded by Rick Orr to take a break and go into the Closed Meeting to discuss the character, professional competence, or physical or mental health of an individual(s), negotiations, and litigation. Voting went as follows: yes – Clint Johnson, Jack Hansen, Don Naser and Richard Orr. Motion passed.

In attendance were President Clint Johnson, Vice President Jack Hansen, members Richard Orr and Don Naser, Superintendent Cade Douglas, Assistant Superintendent Gail Albrecht, Business Administrator Chad Lloyd, and Executive Secretary Krista Nielson. Board member Tom Hales was excused.

A motion was made at 6:24 p.m. by Rick Orr and seconded by Jack Hansen to go out of the Closed Meeting. Voting went as follows: yes – Clint Johnson, Jack Hansen, Don Naser, and Richard Orr. Motion passed.

ITEM #7. – ACTION ITEMS. A motion was made by Don Naser and seconded by Jack Hansen to provide a salary adjustment to be paid to District employees who are employed as of September 30, 2014 and are still employed as of October 13, 2014. The one time adjustment will reflect a 2.00 percent of

the base salary adjustment with a \$100 minimum to be paid out on October 14, 2014. Motion was passed unanimously.

A motion was made by Rick Orr and seconded by Jack Hansen to expel the student that was discussed in closed session for the remainder of the school year. Motion was passed unanimously.

A motion was made at 6:27 p.m. by Jack Hansen and seconded by Don Naser to adjourn the meeting. Motion passed unanimously.

I certify that upon motion duly made, seconded and passed, the Board of Education of the Sevier School District approved the foregoing minutes on the 12th day of November 2014. I further certify that a quorum of the Board was present on both the day covered by these minutes and the day of approval.

Chad W. Lloyd, Business Administrator

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.B. – APPROVAL OF EMPLOYEES

Pertinent Information

The following individuals are being presented for consideration of employment:

Ryan M Shaddix for the position of the Adult in Custody Learning Center Coordinator for the District Office;

Andre Denny for the position of an on-call custodian at Richfield High;

Ian Campbell for the position of the night activity custodian at Red Hills Middle School;

Alexander Merchant for the position of a technology field technician at Sevier School District;

Patti Taylor for the position of a take-home librarian and noon-duty supervisor at Ashman Elementary, and

Kevin Crimin for the position of head swim coach at Richfield High.

Additional Information Enclosed

Administration Recommendation

Administration recommends approval of the proposed employees.



SEVIER SCHOOL DISTRICT

180 E. 600 N., Richfield, Utah 84701 • 435-896-8214 • Fax 435-896-8804

CADE J. DOUGLAS, Ph.D.
SUPERINTENDENT

GAIL ALBRECHT
ASST. SUPERINTENDENT

CHAD W. LLOYD
BUSINESS ADMINISTRATOR

Memorandum

To: Superintendent Douglas
Sevier School Board of Education
From: Gary Kyhl *GK*
Date: October 27, 2014
Subject: Head Swim Coach
Richfield High School

The purpose of this memorandum is to recommend **Kevin Crimin** for the position of head swim coach at Richfield High School.

Mr. Crimin was the only applicant. This position was previously held by Michael Carter who left the District for other employment.

District hiring procedures have been followed in this hiring activity.

Contract Information:

Length of Contract: Varies

Funding Source: M & O

Reference checks completed: Yes

EXCELLENCE IN TEACHING & LEARNING

Board of Education: *Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr*



RICHFIELD HIGH SCHOOL

Principal: Brent Gubler • Vice Principal: Richard Barton
Counselors: Nathan Costa • David Sorensen

To: Superintendent Cade Douglas
Sevier School District Board of Education
From: Brent H. Gubler
Date: Oct. 27, 2014
Re: **Kevin Crimin** – Boys' Head Swim Coach

The purpose of this letter is to recommend **Kevin Crimin** for the position of **Boys' Head Swim Coach** at Richfield High School.

The selection committee consisted of Richard Barton and myself. Mr. Crimin was selected from those that applied, and District hiring procedures were followed. Mr. Crimin helped with the swim program last year.

This position was previously held by Michael Carter, who has left the district.

Sincerely,

A handwritten signature in cursive script that reads "Brent H. Gubler".

Brent H. Gubler
Richfield High School

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GAIL ALBRECHT
ASST. SUPERINTENDENT

CHAD W. LLOYD
BUSINESS ADMINISTRATOR

Memorandum

To: Superintendent Douglas
Sevier School Board of Education
From: Gary Kyhl *GK*
Date: October 27, 2014
Subject: Take-home Librarian/Noon-duty Supervisor
Ashman Elementary

The purpose of this memorandum is to recommend **Patti Taylor** for the position of a take-home librarian and a noon-duty supervisor at Ashman Elementary.

Ms. Taylor will be replacing Shauna Jacobsen as the take-home librarian. The noon-duty supervisor is a position that has been open for several months.

District hiring procedures have been followed in this hiring activity. Documents containing interview ratings are on file in the Human Resources Office.

Contract Information:

Length of Contract: Take-home librarian – 2 hrs/wk
Noon-duty supervisor – 10 hrs/wk

Funding Source: Take-home librarian – Interventions
Noon-duty supervisor – Noon-duty fund

Reference checks completed: Yes

EXCELLENCE IN TEACHING & LEARNING

Board of Education: Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr



Ashman Elementary School

Jade Shepherd, Principal

70 N 200 W, Richfield, UT 84701

Amee Roundy A.P./Literacy Coach

896-8415/896-6958 FAX

Michel Woodbury~Secretary

Superintendent Douglas,

Ashman Elementary would like to hire Patti Taylor as a Part time Take Home Librarian (Wednesday Only) and Noon Duty Supervisor. She will be paid through the following funds.

K-3 Reading-Take Home Librarian funding: 2 hours per week(Wednesday)

Noon Duty Supervisor: 10 hours per week

All district hiring procedures were followed. Our hiring panel consisted of myself, Coquette Torgersen, Julia Parslow, and Gary Kyhl.

Thanks,

Jade Shepherd
Principal~Ashman Elementary



SEVIER SCHOOL DISTRICT

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GAIL ALBRECHT
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CHAD W. LLOYD
BUSINESS ADMINISTRATOR

Memorandum

To: Superintendent Douglas
Sevier School Board of Education
From: Gail Albrecht
Date: October 6, 2014
Subject: Adult in Custody Learning Center Coordinator
District Office

I support the recommendation that we hire **Ryan M Shaddix** for the position of the Adult in Custody Learning Center Coordinator for the District Office.

This position was previously held by John Baxter who recently resigned.

District hiring procedures have been followed in this hiring activity. Documents containing interview ratings are on file in the Human Resources Office.

Contract Information:

Length of Contract: 18 hrs/week – 101 days/year

Funding Source: Adult in Custody Grant

Reference checks completed: Yes

EXCELLENCE IN TEACHING & LEARNING

Board of Education: Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr



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GAIL ALBRECHT
ASST. SUPERINTENDENT

CHAD W. LLOYD
BUSINESS ADMINISTRATOR

Memorandum

To: Superintendent Douglas
Sevier School Board of Education
From: Gary Kyhl *GK*
Date: October 6, 2014
Subject: Adult in Custody Learning Center Coordinator
District Office

The purpose of this memorandum is to recommend **Ryan M Shaddix** for the position of the Adult in Custody Learning Center Coordinator for the District Office.

This position was previously held by John Baxter who recently resigned.

District hiring procedures have been followed in this hiring activity. Documents containing interview ratings are on file in the Human Resources Office.

Contract Information:

Length of Contract: 18 hrs/week – 101 days/year

Funding Source: Adult in Custody Grant

Reference checks completed: Yes

EXCELLENCE IN TEACHING & LEARNING

Board of Education: *Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr*



SEVIER SCHOOL DISTRICT

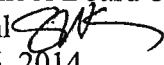
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CHAD W. LLOYD
BUSINESS ADMINISTRATOR

Memorandum

To: Superintendent Douglas
Sevier School Board of Education
From: Gary Kyhl 
Date: October 6, 2014
Subject: On-call Custodian
Richfield High School

The purpose of this memorandum is to recommend **Andre Denny** for the position of an on-call custodian at Richfield High School.

This position was previously held by Kaley O'Neil who recently resigned.

District hiring procedures have been followed in this hiring activity. Documents containing interview ratings are on file in the Human Resources Office.

Contract Information:

Length of Contract: As needed for activities – Maximum 29 hrs/wk

Funding Source: M & O

Reference checks completed: Yes

EXCELLENCE IN TEACHING & LEARNING

Board of Education: *Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr*



RICHFIELD HIGH SCHOOL

Principal: Brent Gubler • Vice Principal: Richard Barton
Counselors: Nathan Costa • David Sorensen

To: Superintendent Cade Douglas
Sevier School District Board of Education
From: Brent H. Gubler
Date: Oct. 3, 2014
Re: **Andre Denny** – on-call custodian

The purpose of this letter is to recommend **Andre Denny** for the position of **on-call custodian** at Richfield High School.

The selection committee consisted of Roger Christensen and myself. Mr. Denny was selected from those that applied, and District hiring procedures were followed.

This position was previously held by Kaley O'Neil, who has resigned.

Contract Information:

Length of Contract: as needed for activities – up to 29 hours a week

Reference checks completed: Yes

Sincerely,

A handwritten signature in black ink that reads "Brent H. Gubler". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Brent H. Gubler
Richfield High School

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GAIL ALBRECHT
ASST. SUPERINTENDENT

CHAD W. LLOYD
BUSINESS ADMINISTRATOR

Memorandum

To: Superintendent Douglas
Sevier School Board of Education
From: Gary Kyhl *GK*
Date: October 16, 2014
Subject: Night Activity Custodian
Red Hills Middle School

The purpose of this memorandum is to recommend **Ian Campbell** for the position of the night activity custodian at Red Hills Middle School.

This position is temporary and will accommodate Richfield City Recreation Department's use of gym #1 while Richfield High School is under construction.

Mr. Campbell was selected from the substitute custodial pool. District hiring procedures have been followed in this hiring activity.

Contract Information:

Length of Contract: Temporary position – Approx. 11-12 hrs/wk

Funding Source: Recreational Levy

Reference checks completed: Yes

EXCELLENCE IN TEACHING & LEARNING

Board of Education: Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr



Red Hills Middle School

To: Superintendent Cade Douglas
Sevier School District Board of Education
From: Selena Terry
Date: October 6, 2014
Re: Recommendation for Hiring

The purpose of this letter is to recommend ***Ian Campbell*** for the position of night activity custodian at Red Hills Middle School. This position is to accommodate Richfield City Recreation Department's use of gym #1 while Richfield High School is under construction.

Mr. Campbell was selected from the substitute custodial pool. Sevier School District hiring procedures were followed.

Respectfully,

A handwritten signature in cursive script that reads "Selena Terry".



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ASST. SUPERINTENDENT

CHAD W. LLOYD
BUSINESS ADMINISTRATOR

Memorandum

To: Superintendent Douglas
Sevier School Board of Education
From: Chet Torgersen *CT*
Date: October 23, 2014
Subject: Technology Field Technician
Sevier School District

The purpose of this memorandum is to recommend **Alexander Merchant** for the position of a technology field technician at Sevier School District.

This is a new position.

District hiring procedures have been followed in this hiring activity. Documents containing interview ratings are on file in the Human Resources Office.

Contract Information:

Length of Contract: 251 days/year 8 hrs/day

Funding Source: 80% - Voted Leeway
20% - M & O

Reference checks completed: Yes

EXCELLENCE IN TEACHING & LEARNING

Board of Education: *Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr*



SEVIER SCHOOL DISTRICT

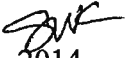
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CHAD W. LLOYD
BUSINESS ADMINISTRATOR

Memorandum

To: Superintendent Douglas
Sevier School Board of Education
From: Gary Kyhl 
Date: October 23, 2014
Subject: Technology Field Technician
Sevier School District

The purpose of this memorandum is to recommend **Alexander Merchant** for the position of a technology field technician at Sevier School District.

This is a new position.

District hiring procedures have been followed in this hiring activity. Documents containing interview ratings are on file in the Human Resources Office.

Contract Information:

Length of Contract: 251 days/year 8 hrs/day

Funding Source: 80% - Voted Leeway
20% - M & O

Reference checks completed: Yes

EXCELLENCE IN TEACHING & LEARNING

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NOVEMBER 12, 2014 – BOARD MEETING

ITEM # 2.C. – REQUEST FOR OUT-OF-STATE TRAVEL

Pertinent Information

South Sevier High School FFA Range Team has qualified to attend the *Western National Rangeland Career Development Event* on November 10th and 11th in Elko, Nevada. Funding for the trip will come from the South Sevier High School FFA chapter and fundraisers. The original request was submitted to the Board on October 24, 2014.

Additional Information Enclosed

Administration Recommendation

Administration recommends ratifying the proposed request.



South Sevier High School

430 West Ram Blvd. • Monroe, Utah 84754 • (435) 527-4651 • Fax (435) 527-4653

October 9, 2014

Dear Sevier School District Board of Education:

I am pleased to report that the South Sevier High School FFA Range Team has qualified to attend the Western National Rangeland Career Development Event. The team consisted of four outstanding students: Clayton Horton, Alie Robinson, Waylon Chappell, and Taya Jensen. These individuals have spent many hours inside and outside of the classroom studying and preparing for the state contest. As they have prepared for this contest, they have gained skills that will prove useful for higher education and potential careers.

Three of these students are seniors this year. All three students have expressed a serious interest in pursuing a career in the Range Management field. The opportunity that they have to attend the National Contest will provide resume building and scholarship experiences for each of them.

I also wish to speak of the time and dedication these four individuals have put into this competition. They have spent countless hours identifying plants, evaluating soil types, and studying with BLM and Forest Service officials. I cannot think of a better group of students to represent our district, chapter, school, and community.

Our request is that we be approved by the Board of Education to travel to Elko, Nevada on November 10th and 11th to compete at the National Range Competition. Funding for this trip will come from the SSHS FFA Chapter, and summer fundraisers. Due to circumstances outside of our control, we were not able to submit our request 6 weeks prior to the event. The State contest was held on October 7th, and results were reported to us on October 9th.

We appreciate your consideration of our request, and hope that you will help to provide this great opportunity for our students.

Sincerely,

Sasha Winkel
South Sevier FFA
Agricultural Education



SEVIER SCHOOL DISTRICT OUT OF STATE TRAVEL REQUEST

Date 10 / 8 / 14

Date Submitted to District Office ____/____/____

School or Program making request: SSTS FFAWorkshop, Activity or Event: Western National Rangeland CDELocation of Event: Elko, NVPurpose of Request: The SSTHS FFA Range team qualified at the state contest to attend the Western National Rangeland CDE in Elko. (Attach a cover letter and copy of agenda)Date(s) of Travel From: 11 / 10 / 14To: 11 / 11 / 14

Employee(s)/Student(s) making the request: (attach additional sheet if necessary) *See attached sheet

Name

Qualifying Event

Sasha WinkelAdvisorAlie RobinsonState Range CDEClayton HortonState Range CDEHas appropriate student to advisor ratio been met: ☒ Yes ☐ No (Circle)

Estimated Costs of Request: (per student)

Amount and Sources of Funding/Request:

Airfare/Mileage 400.5 mi.

School _____ Account(s) _____

Lodging \$57.50District _____ Program(s) SSTS FFA \$400.00Meals \$20.00

Other _____ Identify _____

Conference Fees —

Fundraiser _____ Identify _____

Total Costs \$77.50 per student

Describe what your specific requests are and other related information that will assist the Board of Education in making a decision related to approval/disapproval of this request:

This year the SSTHS FFA Range team, consisting of 4 students, qualified to attend the Western National Rangeland CDE. This is equivalent to the National contest. These students would have the opportunity to represent our district, school, & community at a national level & meet students from across the U.S.

Signature of person making request:

Sasha Winkel

Signature of Supervising Administrator:

[Signature]

Signature of CTE Director where applicable:

Don GatesSuperintendent Recommendation: [Signature]Approval ☒ Disapproval _____

Board of Education Action:

Approval _____ Disapproval _____

Board/Administration Comments: _____

SEVIER SCHOOL DISTRICT OUT OF STATE TRAVEL REQUEST

Date ____/____/____ Date Submitted to District Office ____/____/____

School or Program making request: _____

Workshop, Activity or Event: _____

Location of Event: _____

Purpose of Request: _____

copy of agenda)

Date(s) of Travel From: ____/____/____ To: ____/____/____

Employee(s)/Student(s) making the request: (attach additional sheet if necessary)

Name	Qualifying Event
<u>Waylon Chappell</u>	<u>State Range CDE</u>
<u>Taya Jensen</u>	<u>State Range CDE</u>

Has appropriate student to advisor ratio been met: Yes No (Circle)

Estimated Costs of Request:

Amount and Sources of Funding/Request:

Airfare/Mileage _____	School _____	Account(s) _____
Lodging _____	District _____	Program(s) _____
Meals _____	Other _____	Identify _____
Conference Fees _____	Fundraiser _____	Identify _____
Total Costs _____		

Describe what your specific requests are and other related information that will assist the Board of Education in making a decision related to approval/disapproval of this request:

Signature of person making request: _____

Signature of Supervising Administrator: _____

Signature of CTE Director *where applicable*: _____

Superintendent Recommendation: Approval _____ Disapproval _____

Board of Education Action: Approval _____ Disapproval _____

Board/Administration Comments: _____

Western National Rangeland CDE

Agenda

The location for the skills training will be sent to chapter advisors with a registered team within one week of the field event. All activities will be located at the Elko High School, 987 College Ave, Elko, NV. All lodging arrangements are the responsibility of the chapter.

Monday, Nov 10th

12:30 to 3:30pm – Registration @ Skills Training/Contest Practice Site
3:30 to 4:00pm – Check into hotels
4:30pm – Registration Continues
5:00-5:10pm – Official Welcome
5:10 to 5:40pm – Grazing Management/Stocking Rate Problem
5:45pm – Welcome Dinner
6:30 to 8:00 – Rangeland Career Expo
8:30pm – Return to hotels

Tuesday, Nov 11th

7:00am – All teams/advisors meet
8:00am – Start Field Event
10:15am – Head back to facilities
10:35am – Change into official attire; snack break
11:15 to 12:15pm – Rangeland Quiz Bowl
12:15pm – Lunch served
12:45 to 1:00pm – Acknowledgements
1:00 to 1:30pm – Awards Presented
2:00pm – Say goodbyes and head for home

For more information please go to:

<http://wnrcde.wordpress.com/event-info/agenda/>

Western National Rangeland Career Development Event

November 10-11, 2014 | Elko, Nevada



Join the premier rangeland CDE hosted in the West! Top ranking FFA teams from states across the western U.S. come together to showcase their proficiency with technical skills used by rangeland professionals and knowledge of rangeland principles.

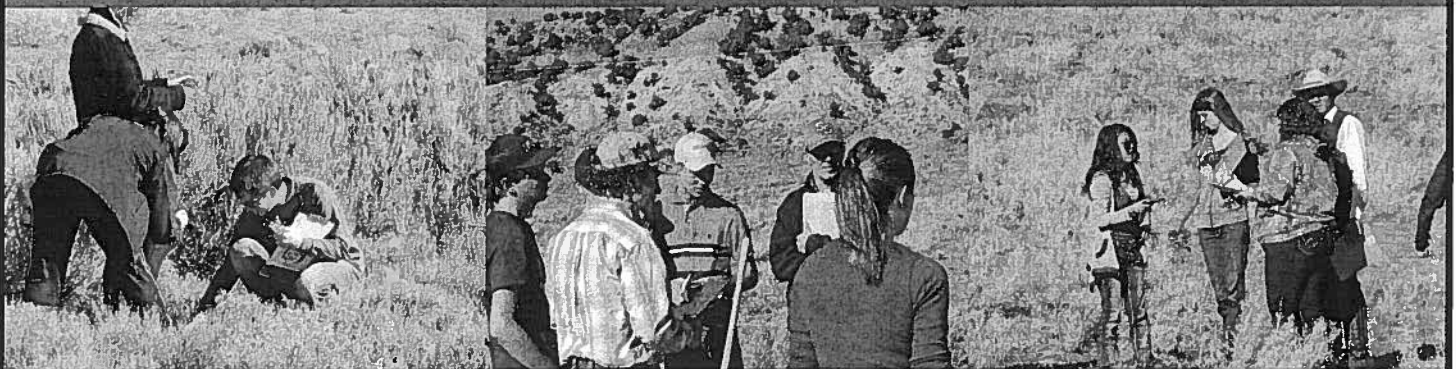
Event components include plant identification and ecological site description, rangeland management, habitat improvement for domestic grazers, habitat evaluation for wildlife, and management recommendations including stocking rate calculations.

Focus on Careers—Youth will spend time learning job duties from rangeland professionals from wildlife and resource management agencies, receiving information about degrees in range, and learn more about career opportunities in wild open spaces.

Nov 10—Field site visit with range skills training sessions followed by stocking rate problem, dinner, and rangeland career expo.

Nov 11—Field contest followed by quiz bowl and awards luncheon.

Information and Registration: <http://wnrcde.wordpress.com>



Contact:

Lovina Roselle
Outreach Coordinator
University of Idaho
lovina@uidaho.edu

Tracy Shane
University of Nevada-Reno
tshane@cabnr.unr.edu



University of Idaho
Rangeland Center

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.D. – STUDENT RECOGNITION

Pertinent Information

Academic All-State Winners

Richfield High (3A)

Bonnie Curtis	Girls' Soccer
Annie Christensen	Volleyball
Legan Simonsen	Football
Nathan Woolsey	Football

South Sevier High (2A)

Brock Bastian	Football
Trevor Jones	Football
Austin Anderson	Boys' Golf
Kallie Fullenbach	Volleyball
Alexis Epling	Girls' Cross Country

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.E.1. – 2015-16 SCHOOL YEAR CALENDAR – SECOND READING

Pertinent Information

The proposed 2015-16 school year calendar is enclosed for consideration of second reading approval.

Additional Information Enclosed

Administration Recommendation

Administration recommends second reading approval of the proposed calendar.

SEVIER SCHOOL DISTRICT
2015-2016 SCHOOL YEAR CALENDAR

FIRST DRAFT: October 8, 2014

DATE	WEEK	EVENT	SCHOOL	QTR	CONTRACT
	DAY		IN SESSION	DAYS	DAYS
August					
19-20	Wed – Thurs	New Teacher Training	4	4	7
21	Friday	Contract Day			
24	Monday	No School - Opening Institute (Contract Day)			
25	Tuesday	No School(Contract Day SB 103) School PD			
26	Wednesday	First Day of School			
September					
7	Monday	Labor Day - No School	21	21	21
October					
19-20	Mon - Tues	Fall Recess	20	20	20
29	Thursday	End of 1st Quarter			
November					
25-27	Wed - Fri	Thanksgiving Recess	18	18	18
December					
22	Tuesday	Last Day of School in December	16	16	16
January					
4	Monday	No School (Contract Day SB 103) District PD	18	18	19
5	Tuesday	School Reconvenes			
15	Friday	End of 2nd Quarter			
18	Monday	No School – Martin Luther King Day			
February					
15	Monday	Washington-Lincoln Day No School	20	20	20
March					
22	Tuesday	End of 3rd Quarter	20	20	20
24-25	Thurs-Friday	Spring Recess			
28	Monday	Spring Recess			
April					
			21	21	21
May					
27	Friday	Last Day of School	20	20	20
30	Monday	Memorial Day			
TOTAL DAYS			178	178	182

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.E.2. – 2016-17 SCHOOL YEAR CALENDAR – SECOND READING

Pertinent Information

The proposed 2016-17 school year calendar is enclosed for consideration of second reading approval.

Additional Information Enclosed

Administration Recommendation

Administration recommends second reading approval of the proposed calendar.

SEVIER SCHOOL DISTRICT
2016-2017 SCHOOL YEAR CALENDAR

FIRST DRAFT: October 8, 2014

DATE	WEEK	EVENT	SCHOOL	QTR	CONTRACT
	DAY		IN SESSION	DAYS	DAYS
August					
18-19	Thurs-Fri	New Teacher Training	5	5	8
22	Monday	Contract Day			
23	Tuesday	No School - Opening Institute (Contract Day)			
24	Wednesday	No School(Contract Day SB 103) School PD			
25	Thursday	First Day of School			
September					
5	Monday	Labor Day - No School	21	21	21
October					
17-18	Mon - Tues	Fall Recess	19	19	19
28	Friday	End of 1st Quarter			
November					
23-25	Wed - Fri	Thanksgiving Recess	19	19	19
December					
20	Tuesday	Last Day of School in December	14	14	14
January					
3	Tuesday	No School (Contract Day SB 103) District PD	19	19	20
4	Wednesday	School Reconvenes			
16	Monday	No School – Martin Luther King Day			
18	Wednesday	End of 2nd Quarter			
February					
15	Monday	Washington-Lincoln Day No School	20	20	20
March					
22	Tuesday	End of 3rd Quarter	20	20	20
24-25	Thurs-Friday	Spring Recess			
28	Monday	Spring Recess			
April					
			21	21	21
May					
26	Friday	Last Day of School	20	20	20
29	Monday	Memorial Day			

TOTAL DAYS

178

178

182

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.E.3. – REVISED POLICY#316o TRAVEL – FIRST READING

Pertinent Information

This policy has been updated to outline the requirements for any group wanting to participate in out-of-state activities. With the new requirements the teacher/advisor will need to follow the proper procedures before submitting their application to the Board. The new policy will provide opportunities for students to receive meaningful educational experiences.

Additional Information Enclosed

Administration Recommendation

Administration recommends first reading of the proposed policy.

I. PURPOSE AND PHILOSOPHY

The Board of Education recognizes a student's participation in a field trip, activity trip, conference, competition, workshop, exhibit, etc., may provide a meaningful educational experience. This policy provides guidelines governing out-of-state travel.

II. POLICY

Travel requests for field trips and activity trips must certify that students will be involved in verified and documented educational experiences based on objectives that cannot be met within the State of Utah. Out of State is allowed for students in grades 9 – 12 only. **Preliminary approval from the Board must be received before making plans, introducing ideas to students, or making financial commitments.** For the purposes of this policy, Mesquite, NV and Grand Junction, CO shall be considered in-state travel.

III. NON-APPROVED TRAVEL

Travel requests such as the following will not be approved:

- A. Travel, trips, excursions, appearances, cruises, etc., which are sponsored by commercial interests for profit. "Such travel, while often popular with students and patrons, represents a serious misuse and manipulation of schools and students."
- B. "Reward trips" where performance is a secondary consideration and used only as an excuse to take the trip.
- C. State, National, and International activities promoted by commercial enterprises for profit.

IV. APPROVED ACTIVITIES AND LIMITS TO TRAVEL

- a. ~~School teams, classes, student groups, or organizations are limited to a maximum of one (1) overnight or out of state trip per school year.~~ **Approved activities are those activities approved by school administration. They are limited to activities sponsored by the school such as school clubs, classes, teams, and other student groups with an approved faculty advisor.**

- b. School teams, classes, student groups, or organizations are limited to a maximum of one (1) **overnight or** out of state trip per school year.
- c. Each high school is limited to a maximum of three **out-of-state** trips during any give fiscal year. Career and Technical student out-of-state travel as per policy 3161 does not count towards the maximum of three trips.
- d. **Overnight Out-of-State** travel may only be within the fifty United States.

V. GUIDELINES FOR APPROVAL

The principal, Superintendent, and Board shall follow these guidelines when considering approval for student overnight travel plans:

A. General Guidelines

- a. The educational objectives of the trip. Seventy percent (70%) of the entire trip or five (5) hours per day must be of an educational nature or consist of events directly related to the purpose of the trip.
- b. The event is sponsored by a non-profit organization
- c. The maximum cost per student for a trip is One Thousand Two Hundred Dollars (\$1,200). A percentage of the total student cost may be earned through fundraising efforts. Earnings from fundraising must be listed and are included in the maximum cost per student.
- d. Fund raising for any out-of-state travel must fall within the guidelines of the Sevier School District Fund-Raising Policy #3055.
- e. The number of school days a student may miss is three (3) school days maximum.
- f. Equivalent activities closer to the school and less expensive have been explored.
- g. Safety issues have been addressed.

- h. Adequate insurance coverage as provided through Moreton Insurance (associated with Risk Management) or other comparable coverage, has been obtained to cover travel and activities.
- i. Participation in the travel activity is optional for students and not a requirement.
- j. Approval of travel for a team or organization shall require a confidential vote of parents/guardians of involved students administered by the school principal. Parents/guardians shall be informed of the proposed travel itinerary, anticipated cost per student, and fundraising efforts.
 - i. There shall be one parent vote per student;
 - ii. Non-voting parents shall count as a “no” vote;
 - iii. Requires eighty-percent (80%) approval; and
 - iv. To ensure that parents can vote on the issue without pressure from students or other persons, the vote may be conducted using a secret ballot, on-line survey, or other reasonable method determined by the school principal.
- k. The parent/guardian of each student participant will submit a signed permission form to the teacher/advisor prior to all travel events and fundraising activities indicating permission to participate.

B. Activity Disclosure Statements

An activity disclosure statement, in accordance with Utah Code Ann., Section 53A-3-420, must be given to students and parents/legal guardians, before teams or groups in grades ninth through twelfth are selected.

C. Preliminary Student/Personnel Educational Travel Application

A Preliminary Student/Personnel Educational Travel Application must be completed, signed by the advisor/teacher, approved by the principal, and submitted to the Superintendent or his/her designee at least sixty (60) days prior to the proposed trip's departure date. The Application shall include:

- a. The name of the team or organization;

- b. The proposed destination, mode(s) of travel, and number of students involved;
- c. The number of school days missed;
- d. The estimated total and per student cost of the trip and mode of payment, including fundraising;
- e. The educational justification for the trip;
- f. Date of parent meeting, review of safety considerations, and;
- g. A list of advisors and adult supervisors (including the ratio of supervisors to students).

D. Supervision

- a. Supervisors not currently employed by the District must pass a background check as per policy #2005.
- b. Supervision of students participating in overnight travel must be provided at a ratio of one (1) responsible adult per every ten (10) students.
- c. Supervisors shall be primarily advisors/teachers and parents/legal guardians.
- d. Supervisors must be at least twenty-one (21) years of age.
- e. Students must have supervisors of the same gender.
- f. Supervisors are considered to be on duty during the entirety of the trip regardless of location, time of day or night, or number of other supervisors present or said to be supervising. Supervisors traveling with students are never considered off duty and must therefore abide by applicable District policies at all times, including but not limited to Sevier School District Policy #2003 – Alcohol and Drug-Free Workplace.

E. TRANSPORTATION

Commercial carriers must provide transportation for all out-of-state travel. Unless specifically authorized in writing by the State of Utah Risk Management, District school buses shall not be used for out-of-state travel. As advised by Utah Division of Risk Management, the Division of

Fleet Operations (<http://fleet.utah.gov/fleet/state-travel.html>) must be used for ground and air travel where feasible. On occasions when small groups of 1 – 15 individuals are traveling rental vehicles may be contracted through the above website. Upon arrival at a destination by air travel, appropriate ground transportation may be utilized in accordance with this policy. Arrangements for ground transportation must be made prior to travel departure.

SEVIER SCHOOL DISTRICT

STUDENT/PERSONNEL EDUCATIONAL TRAVEL APPLICATION

Note: Pre-Approval – Student Educational Travel Application must be completed (**MUST BE TYPED**) and received by the Superintendent of Sevier School District at least 60 days prior to the proposed trip.

Final Approval – Student Educational Travel Application must be completed (**MUST BE TYPED**) and resubmitted for final approval by the Superintendent of Sevier School District at least 20 days prior to travel departure.

Application Date:		Name of Team or Organization:	
Advisor/Coach:	Principal:	School:	

Note: The Purchasing Department needs to coordinate Student Overnight Travel if an individual travel category (i.e. lodging, transportation, registration) exceeds \$5,000.00

Please indicate the travel category or categories for which approval is requested:			# of Chaperones:
<input type="checkbox"/> Athletic competition in excess of 150 miles one way <input type="checkbox"/> In-State one night <input type="checkbox"/> Out-of-State or more than one night			
Event:	Inclusive Dates:	to	# of school days missed:
# of Student: Boys Girls	Destination:		Mode(s) of Transportation:
Date of Parent Meeting:	Received 80% Parental Approval: <input type="checkbox"/> Yes <input type="checkbox"/> No	UHSAA Event: <input type="checkbox"/> Yes <input type="checkbox"/> No	
If no on approval, please explain:			
Final parent vote tally is attached: <input type="checkbox"/> Yes <input type="checkbox"/> No		Have parents signed consent forms: <input type="checkbox"/> Yes <input type="checkbox"/> No, but they will prior to travel	

ITINERARY

Please **attach a detailed itinerary** of all proposed activities (events, performances, competition, enrichment, recreation, etc.) and include the date, hourly timeline, activity, purpose or objective, and location of activity for each day. If the purpose of the trip is for a tournament or competition, please include alternative activities or travel plans in the event of early elimination. **Reminder:** Seventy percent (70%) of the entire trip or five (5) hours per day must be of an educational nature or consist of events directly related to the purpose of the trip.

COSTS FOR STUDENT TRAVEL

Estimated Total Costs Per Student

Expenses:

Transportation	\$
Lodging	\$
Registration	\$
Other	\$
Total	\$

(Cannot exceed \$1,200 per student)

Contributions:

School	\$
Donations	\$
Fundraising	\$
Student	\$
Total	\$

(Cannot exceed \$1,200 per student)

Final Total Costs Per Student

Expenses:

Transportation	\$
Lodging	\$
Registration	\$
Other	\$
Total	\$

(Cannot exceed \$1,200 per student)

Contributions:

School	\$
Donations	\$
Fundraising	\$
Student	\$
Total	\$

(Cannot exceed \$1,200 per student)

Travel Itinerary to and from basic destination:

Departure Place:	Commercial Carrier:	Flight #:	Date:	Time:
Arrival Place:	Commercial Carrier:	Flight #:	Date:	Time:
Departure Place:	Commercial Carrier:	Flight #:	Date:	Time:
Arrival Place:	Commercial Carrier:	Flight #:	Date:	Time:

Emergency Contact Phone Number (Advisor Cell):	Hotel Name:
--	-------------

Names and cell phone numbers of Chaperones:

Educational Justification:

1. What are the educational objectives of the trip?

2. Can these objectives be achieved with closer, less expensive travel? If no, please explain.

Standards for Participants:

1. List the academic and behavioral standards that must be met by participating students:

Safety:

1. In what ways will you insure the safety of students while traveling or participating in activities? (Describe special instructions to students, supervision guidelines to chaperones, etc.)

2. Where will students be staying at night?

The teacher/advisor/coach/activity supervisor signing below certifies that he/she has read and agrees to comply with all stipulations contained in Sevier School District policy 3160, Student Out-of-State Travel. Initial here: _____

Preliminary Student Travel Application approval:

Teacher/Advisor/Coach/Activity Supervisor's Signature Date

Principal's Signature Date

☐ Approved ☐ Not Approved

Superintendent's Signature Date

Final Student Travel Application approval:

Teacher/Advisor/Coach/Activity Supervisor's Signature Date

Principal's Signature Date

☐ Approved ☐ Not Approved

Superintendent's Signature Date

Sevier School District
Team/Group Disclosure Statement

School:

Team or Group:

Head Coach/Advisor:

Number of members on team or Group:

Cost to Student: \$

Will prospective members participate in tryouts: Yes ☐ No ☐

Anticipated dates of try-outs:

Season start date:

Season end date:

Is the activity subject to the rules and regulations of the UHSAA? Yes ☐ No ☐

Will the group travel over-night or out-of-state? Yes ☐ No ☐

If yes, tentative dates:

Travel destination:

Is travel mandatory? Yes ☐ No ☐

Will students miss school time to participate in activities? Yes ☐ No ☐

How many contests or competitions will students participate in?

What is the minimum GPA requirement?

Must students meet academic eligibility criteria? Yes ☐ No ☐

If so, what are they?

Must students meet attendance eligibility requirements? Yes ☐ No ☐

Must the student have a physical examination prior to participation with this team/group? Yes ☐ No ☐

Is a parent/guardian required to sign an "Athletic Participation Consent and Disclosure" form? Yes ☐ No ☐

Is a parent/guardian required to sign an "Insurance Information/Medical Release" form? Yes ☐ No ☐

What personal supplies, equipment or materials will the student need to provide?

Are there other expectations related to team membership that students and/or parents/guardians need to know?

SEVIER SCHOOL DISTRICT
FIELD TRIP/EXTRA-CURRICULAR ACTIVITY PARENT PERMISSION SLIP

Coach/Supervisor Name: _____

Activity/Club/Sport: _____

Start Date: _____ End Date: _____

Parent: Please complete & return this form to the school office.

I, _____, give permission for my child _____
(Parent Name) (Student Name)

to participate in _____ at _____
(Sport/Club/Activity) (School)

during the _____ school year.
(Year)

My signature evidences that I accept general liability for the participation of my child in the activity, club, or sport identified above and that I agree to indemnify and hold harmless Sevier School District, its teachers, its sponsors, its governing board, and other participating agents, either jointly or severally, from and against any and all claims, injuries, damages, losses, costs, or causes of action that may arise in connection with this activity, club, or sport. I understand there is a possibility of overnight trips involved with certain activities on a limited bases.

If my child is participating in a sports or athletic activity my signature evidences that I understand that each participating student must have a sports physical from a licensed physician on file in the school office before the first practice of the first sport played each school year. This physical is valid for all sports played for this school year only.

My signature also evidences that I agree, in the event of a medical emergency, to allow my child to be treated by medical personnel as outlined in my "Emergency Release Form."

(Parent/Guardian Signature)

(Date)

As a parent/guardian, I can be reached at _____ (phone) in the case of an emergency.

Students must have completed and signed permission slip and sports physical (if applicable) before they will be permitted to participate in the above activity, club, or sport. Students without permission slips (and sports physicals, if applicable) will not be allowed to participate. No exceptions will be made.

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.E.4. – REVISED POLICY#3165 ACTIVITY/FIELD TRIPS – FIRST READING

Revisions to the policy updates the chaperone ratio of students to adults for elementary school field trips and denies any overnight travel requests for kindergarten through eighth grade except for programs sponsored by Sevier School District.

Pertinent Information

Additional Information Enclosed

Administration Recommendation

Administration recommends first reading of the proposed policy.

I. OVERNIGHT AND LONG-DISTANCE, INTERNATIONAL TRIPS

The principal, **and** superintendent (**or designee**), and the Board of Education must approve all overnight trips ~~or trips more than 170 miles away from the Sevier County line, out-of-state, and international trips.~~ For purposes of this policy, Mesquite, NV ~~and Grand Junction, CO~~ shall be considered in-state travel. **All Out-of-State travel must follow policy 3160 or 3161. Students enrolled in kindergarten through eighth grade are not permitted to participate in overnight travel except for programs sponsored by Sevier School District that are held at Gooseberry.** Teachers/coaches leading **activity**/field trips must submit a request **travel application** at least six weeks before the trip **when feasible.**

a. Student groups involved in extra curricular or co-curricular activities such as band, choir, drama, forensics, athletics, cheer, clubs, science fairs, history fairs, etc. are approved for overnight travel when necessary.

b. Every effort should be made to avoid overnight travel. Prior to overnight travel, a travel request must be submitted and approved in accordance with the District policy.

II. TEACHERS LEADING TRIPS TO CONDUCT SAFETY ASSESSMENT OF SITES

Teachers leading field trips must conduct a safety assessment of the proposed sites, during which they should become familiar with the sites and create a list of all potential hazards. Teachers must submit **the** assessment to the school principal for day trips, and to the principal superintendent, and Board of Education for overnight trips ~~or trips over 170 miles away from the Sevier County line~~ **for review.**

III. WITHDRAW APPROVAL IF SAFETY CONCERNS ARISE

Whenever the principal, superintendent, or Board of Education determines that dangerous conditions may affect the health, safety, or welfare of those traveling, the principal, superintendent, or Board may withdraw approval for the trip. In making such decisions, the principal, superintendent, and Board will heed any travel advisories or restrictions issued by the FBI, the state department, or local officials. The Board and District will not assume any liability for reimbursement of any costs or expenses incurred by any trip for which the principal, superintendent, or Board withdraws its approval.

IV. ADEQUATE SUPERVISION OF STUDENTS

Teachers leading field trips must assign enough adult chaperones to assist them. The ratio of student to adults should be as follows:

- (1) 5:1 for elementary K – 3 school trips;**
- (2) 8:1 for elementary 4 – 5 school trips;**
- (3) 10:1 for middle school trips; and
- (4) 15:1 for high school trips.

V. PERMISSION FORM

The parent/guardian of each student participant will submit a signed permission form to the teacher/advisor prior to all travel events indicating permission to participate.

VI. UNSUPERVISED TIME

Teachers and chaperones must not schedule any unsupervised time for students, and must supervise students at all times during the trips.

VII. ITINERARY, ROSTER CONTACT INFORMATION

Teachers leading field trips must prepare a detailed itinerary, a roster of participants, and a list of addresses and telephone numbers where participants can be reached in case of an emergency. Teachers must submit this information to the principal at least one week before the trip. If any deviation for the itinerary occurs, teachers must notify the principal as soon as possible.

VIII. CONDUCT STANDARDS AND EMERGENCY PROCEDURES WITH STUDENTS

Teachers must review with students the student code of conduct and emergency procedures for field trips.

IX. NOTIFY PRINCIPAL OF EMERGENCY

In the event of an emergency during a field trip, the teacher leading the field trip must notify the principal by telephone as soon as possible. This includes emergencies directly affecting students as well as general emergency in the area where the field trip is taking place.

X. TRAVEL TO AND FROM FIELD TRIP WITH TEACHER

Students are expected to travel to and from the field trip with the teacher leading the trip. Students are not permitted to leave the field trip on their own. Teachers must never send a student home alone – even for disciplinary reasons. Parents/guardians desiring to take their children home before a field trip ends must submit a written request to the teacher and principal about such arrangements in advance of the trip. The Board assumes no liability for students who are, for any reason, transported by parents in private cars.

XI. DON'T REQUIRE STAFF OR STUDENTS TO PARTICIPATE IN FIELD TRIP

Staff members or students will not be required to participate or be pressured into participating in a field trip. Such staff members and students will not be penalized for not participating in a field trip.

Approved 05/09/96
Revised 05/23/12

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.F. – APPROVED CONTRACT FOR PHYSICAL THERAPY SERVICES

Pertinent Information

Sevier School District has approved the contract for Physical Therapy services with Castlevew Physical Therapy.

Additional Information Enclosed

Administration Recommendation

Administration recommends approval of the proposed contract.

PHYSICAL THERAPY AGREEMENT

THIS AGREEMENT ("Agreement") is entered into between THE BOARD OF EDUCATION OF SEVIER SCHOOL DISTRICT ("Sevier School District" or "District") and CASTLEVIEW HOSPITAL, LLC ("Castleview Physical Therapy" or "Castleview Hospital" or "Provider") this 3 day of September, 2014.

RECITALS

- A. Sevier School District has its principal place of business at 180 East 600 North, Richfield, Utah 84701.
- B. Castleview Physical Therapy and Sports Medicine has its principal place of business at 284 North Hospital Drive, Price, Utah 84501.
- C. Sevier School District desires to engage Castleview Physical Therapy as an independent contractor to provide physical therapy services to students of Sevier School District. Castleview Physical Therapy agrees to provide such services for Sevier School District subject to the following terms and conditions.

AGREEMENT

1. Effective September 3, 2014 and continuing thereafter until June 30, 2016, Castleview Physical Therapy agrees to provide physical therapy services to students at Sevier School District at a rate of \$55 per hour, IEP meeting services at a rate of \$55 per hour, \$55 per hour for travel time, as well as \$.55 ½ cents per mile traveled. The District reserves the right to extend this contract for an additional three-year period with the agreement of Castleview Physical Therapy.
2. These services will be billed on a monthly basis with a log of treatment time, travel time, and mileage traveled no later than the 15th day of the month after

services have been provided. Invoice will be payable within 30 days of receipt by the Sevier School District.

3. Duties of Castleview Physical Therapy are as follows:

- A. The Provider will provide a complete itemized record of services rendered when billing the district. Charges will be in accordance with the fee schedule as included in this agreement.
- B. The Provider shall update the Individual Educational Plan (IEP) as necessary and provide end of the year recommendations via the IEP prior to the end of the school year.
- C. The Provider shall contact and coordinate with District's School Special Ed. Teachers/Coordinators regarding the scheduling of service visits.
- D. The Provider shall perform discharge summaries for students no longer qualifying for therapy services.
- E. The Provider agrees that it will permit the Special Education Director to examine and evaluate its program of services provided under this contract and to inspect its records relating to said services, as applicable to the students from the District.
- F. The Provider shall agree to replace, reassign or dismiss therapists if necessary upon notification from client of unsatisfactory performance or other misconduct.
- G. The Provider shall provide evaluations as requested by the Special Education Department.
- H. The Provider shall provide services in accordance with the guidelines as provided by the American Physical Therapy Association or related entity, and the State of Utah Physical Therapy License requirements.
- I. The Provider must provide the personnel to provide direct service for children.

- J. The Provider agrees to maintain current Utah licensure for all other personnel used by the Provider to provide school based services, and to maintain professional liability insurance.
 - K. The Provider agrees to provide Physical Therapy treatments to those students qualifying as set forth by the Individual Educational Plan (IEP) and approved by the IEP Team.
 - L. The Provider agrees to provide a licensed Physical Therapist to complete assessments as requested in writing by the IEP Team and submitted in a timely manner for consideration.
 - M. The Provider agrees to attend IEP Team meetings when requested and when given adequate notification in writing when scheduling permits or to provide a written Excusal as set forth in IDEA 2004.
 - N. The Provider agrees to assist students and their family with equipment referrals and resources.
 - O. The Provider agrees to submit progress reports when report cards are issued (one time per semester for consultation students).
 - P. The Provider agrees to submit monthly service logs with dates and units of service per student.
 - Q. The Provider agrees to provide Extended Year Services to those students qualifying for said services as approved by the IEP Team.
4. Duties of the Sevier School District are as follows:
- A. The District agrees to insure that regularly scheduled payment of no less frequency than monthly shall be made for services rendered and invoiced.
 - B. The District will request services through a written referral and/or a verbal request by the Special Education Coordinator/Teacher. Payment for services rendered shall be made by the administrative office of the District and shall be based upon the statement for services rendered submitted by Provider or its designee.

- C. The District agrees to provide copies of current approved IEPs and evaluations for each student receiving services.
- D. The District agrees to provide a list of Special Education Teachers with their assigned campuses.
- E. The District agrees to provide a school calendar and a campus phone list.
- F. The District agrees to notify Provider of upcoming scheduled IEP meetings in writing, by phone or fax, and outcomes concerning physical/occupational therapy students in a timely manner.
- G. The District agrees to notify Provider of assessment referrals in writing in a timely manner following IEP Team recommendations.
- H. The District agrees to notify Provider of unsatisfactory services provided by the Provider in writing and the necessary corrective action.

5. Castleview Physical Therapy is an independent contractor of the Sevier School District and shall have no set hours and is not subject to the routine control of the District. Sevier School District shall have no responsibility to Castleview Physical Therapy for payment of health or malpractice insurance, or other benefits provided for employees of Sevier School District.

6. Castleview Physical Therapy understands and agrees that Sevier School District shall not withhold on behalf of the Provider pursuant to this Agreement any sums for income tax, unemployment insurance, Social Security, or any other withholding pursuant to any law or requirement of any governmental body or make available to the Provider any benefits afforded to employees of Sevier School District.

7. Castleview Physical Therapy shall indemnify and hold Sevier School District harmless from any and all liability relating to withholdings and benefits. In the event the United States Internal Revenue Service should question or challenge the independent contractor status of Castleview Physical Therapy, the parties hereto mutually

agree that both Castlevue Physical Therapy and Sevier School District shall have the right to participate in any discussion or negotiation occurring with the Internal Revenue Service, even if said party did not initiate such discussions or negotiations and each shall notify the other, in advance, of any planned meeting or discussion.

8. Nothing in this Agreement is intended nor construed to create a partnership relationship, an employer-employee relationship, a joint venture relationship or to allow Sevier School District to have or to exercise control, direction, or supervision over the professional judgment, manner, means or methods by which Castlevue Physical Therapy performs the services which are the subject matter of this Agreement. It is mutually understood and agreed that Castlevue Physical Therapy at all times when performing fee for service under this agreement shall be in the capacity of an independent contractor; provided, however, that the services to be provided hereunder by Castlevue Physical Therapy shall be provided in a manner consistent with the standards governing such services and the provisions of this Agreement.

9. Castlevue Physical Therapy undertakes and agrees to indemnify and hold harmless the Sevier School District, school board, school board elected and appointed officials, administrators, principals, teachers and all other school employees, volunteers or representatives, and all persons and bodies corporate acting for or on behalf of them, against all liability, claims, demands, actions, suits, damages, proceedings, costs and expenses, including reasonable attorney fees, whatsoever (including injury to persons and damage to property) for which they may be or become liable directly or indirectly arising out of the services provided by Castlevue Physical Therapy pursuant to this Agreement. Sevier School District, as a political subdivision of the State of Utah, which is a governmental entity as defined in the "Utah Governmental Immunity Act," Title 63G, Chapter 7, U.C.A., 1953, as amended, does not, by the provisions of this paragraph nor any other part of this Agreement, waive any of its rights and responsibilities as set forth in said Utah Governmental Immunity Act including damage caps and all other applicable law.

10. The District reserves the right to discharge the contract based upon failure to meet the expected responsibilities with no recourse by the Provider. If corrective action is not resolved, then the District reserves the right to discharge the contract at no cost to the District.

11. Provider agrees not to divulge to third parties, without the written consent of District, any information obtained from or through District in connection with the performance of this Agreement unless the information is:

- a. Known to Provider prior to obtaining the same from District;
- b. In the public domain at the time of disclosure by Provider; or
- c. Obtained by Provider from a third-party who did not receive same, directly or indirectly, from District and who has no obligation of secrecy with respect thereto.

12. Provider further agrees that it will not, without prior written consent of District, disclose to any third-party any information developed or obtained by Provider in the performance of this Agreement except to the extent required by law or the duties outlined in this Agreement.

13. Provider may use Confidential Information to fulfill Provider's duties and responsibilities under this Agreement. In the use of such information, Provider agrees to cause each of its employees or agents to abide by the terms and conditions set forth in this Section, FERPA, and HIPAA. Provider acknowledges that it will ensure that its employees and agents are familiar with the confidentiality requirements of FERPA and HIPAA.

14. Provider and District agree that the terms of this Agreement shall be and will remain confidential. Provider and District shall not be prohibited, however, from discussing this Agreement with legal counsel or with tax advisors, accountants, or financial advisors. This paragraph shall not apply to any action by either Party to enforce this Agreement. If any provision of this paragraph is breached, the non-breaching party shall be entitled to such legal or equitable relief as may be available by law.

15. This Agreement may be terminated by either party upon sixty (60) days written notice.

16. This Agreement contains the entire understanding between the parties and supersedes any and all other written or oral communications.


IN WITNESS WHEREOF, parties have executed this Agreement on the day and year first above written.

BOARD OF EDUCATION OF SEVIER
SCHOOL DISTRICT
By:

ATTEST:

Chad Lloyd, Business Administrator

CASTLEVIEW HOSPITAL, LLC
By:



Mark Holyoak, CEO

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #2.G. – FINANCIAL SUMMARY

Pertinent Information

The financial summary for the period ending October 31, 2014, is enclosed for your consideration of approval.

A listing of all checks issued during the month of October 2014, are enclosed for your review and approval.

Additional Information Enclosed

Administration Recommendation

Administration recommends approval of the financial summaries and all checks issued during the prior month.

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #3. – REPORT – RICHFIELD RESIDENTIAL HALL

Richfield Residential Hall Director Cody Workman will make a presentation to the Board.



And

 **Sevier School District**

A Partnership of Empowering Native Youth

Presented By:

Cody D. Workman, Executive Director

RRH Vision



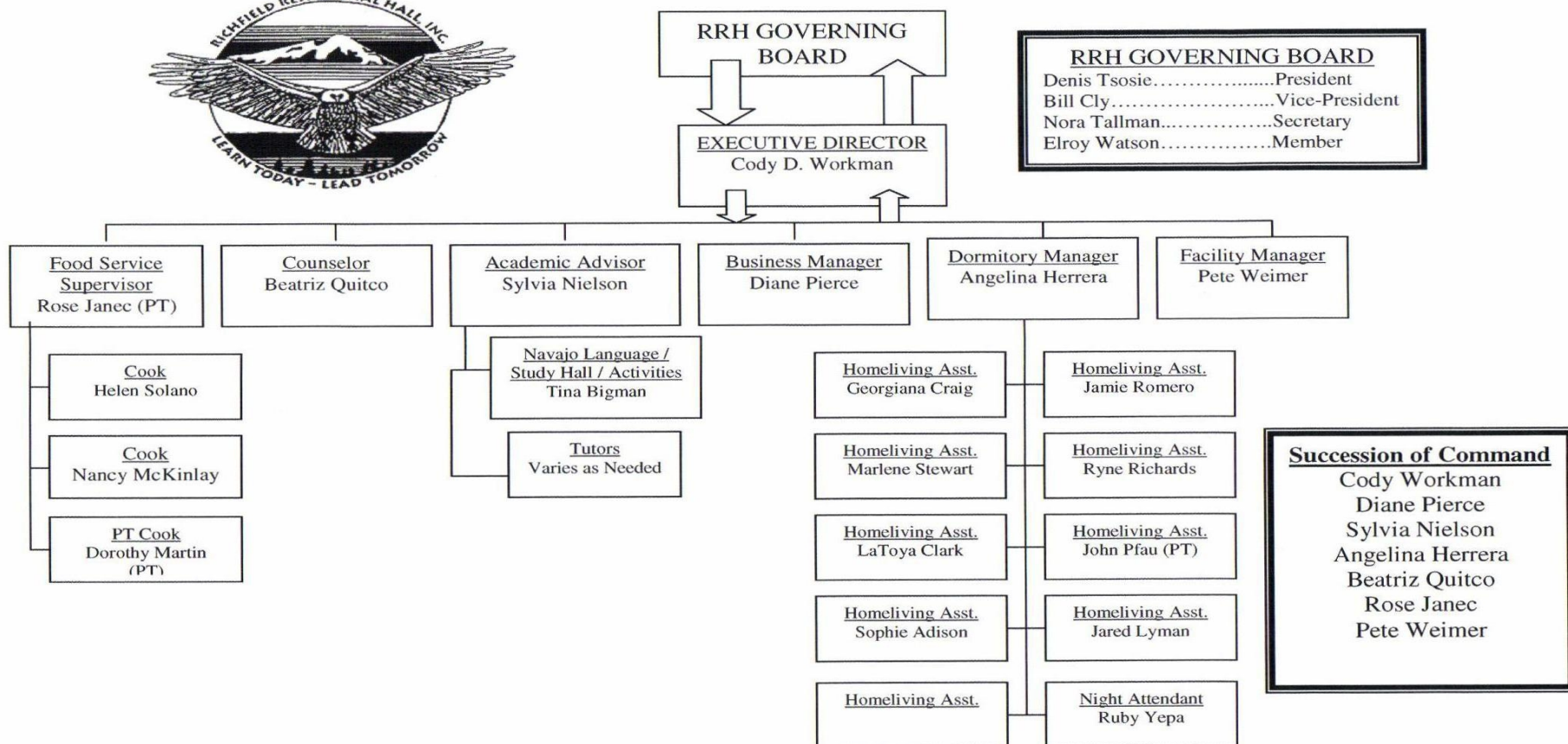
“As the premier educational opportunity for high school – aged Native American youth, Richfield Residential Hall advances the intellectual, social, emotional, and physical development of all of it’s students in a safe, supportive, and loving environment that allows each student to experience the perfect balance of challenge and support, allowing them to become productive, contributing citizens and lifelong learners.”

The RRH Team



RICHFIELD RESIDENTIAL HALL ORGANIZATIONAL CHART

2014 – 2015

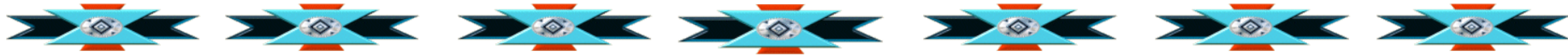


The RRH Team



- RRH has a professional team with low turn over
- 25 CFR PART 36 requires
 - * 32 college credit hours in related field
 - * wide array of training requirements
- RRH Staff exceed requirements in every regard
 - * 2 Masters Degrees
 - * 6 Bachelors Degrees
 - * 2 Associates Degrees

A Proud History



- Partnership began in early 1950's
- Parents recognized the SSD difference
- 1st phase of dorm constructed in 1954
- Operated as BIA program until 1991
- Now PL100-297 (Reauthorized every 3 yrs)
- BIE operates 66 residential programs
- RRH is recognized as the #1 residential program in the BIE

Why Leave the Hogan?

- Dropout rate on reservation is over 50%
- Gang and drug problems are significant
- Over 6 decades of positive results
- Change in Family Status
- Family tradition
- Desire to do better
- Adventure
- No one wants me



Demographics



- Age 14 – 18
- Grades 9-12
- Mostly Navajo (though others are eligible)
- Most are from 4- Corners Area (WNA)
- >70% come from broken homes
- Current facility max is 116 (58/wing)
- Space limitations/ budget = Goal of 100

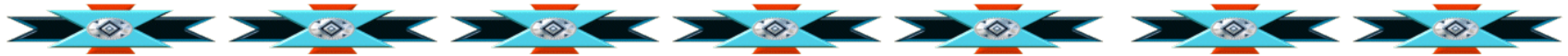
Present Enrollment



	GIRLS	BOYS	Total
9th Grade - RHS	12	12	24
9th Grade - SSHS	1	4	5
10th Grade - RHS	10	4	14
10th Grade - SSHS	5	6	11
11th Grade - RHS	8	3	11
11th Grade - SSHS	6	4	10
12th Grade - RHS	5	8	13
12th Grade - SSHS	4	5	9
TOTAL STUDENTS AT RRH	51	46	97

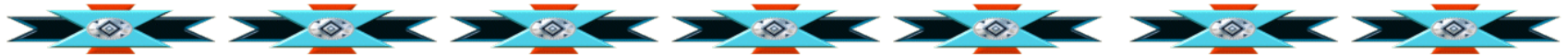
* Current 05 November 2014









RRH Benefits Community



- **Rich history and heritage**
- **Adds diversity to schools and community**
- **Cultural influence**
- **Positive financial impact on community**
- **Increased tax base**
- **Employ 20 full time and multiple part time positions**
- **SSD eligible for wide range of federal programs**

What Goes on @ the Dorm?



-  **Academic Support**
-  **Counseling**
-  **Recreational Activities**
-  **Cultural Activities**
-  **Positive Peer Culture**
-  **Leadership Experience**
-  **Student – Driven Programs**
-  **Community Activities / Service**

All in a family-oriented residential environment

Academic Program

“Opportunity and Support”



“Education is the ladder to success. Tell my children to climb that ladder.”

-- Chief Manuelito (Navajo, 1868)

Academic Program

- Study Hall (MIN. 6 HOURS / WEEK)
- Professional Tutors / Peer Tutors (PAID)
- School Liaison (Academic Director)
- Post-High Transition Assistance
- Concurrent Enrollment Programs
- Navajo Language and Government
- Targeted reading intervention program

RRH / SSD / Snow College

2013 - 2014

Our Juniors and Seniors Earned:

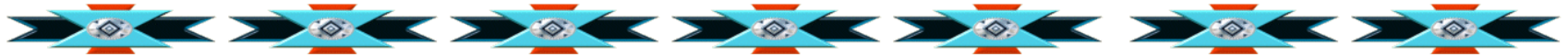
287.5 college credit hours @ no cost to students

No other program in the BIE offers concurrent enrollment opportunities

OTHER PROGRAMS

- **Certified Mental Health Counselor**
- **Certified School Counselor (x2)**
- **College and Career Readiness Program**
- **Career Fair**
- **Service Projects**
- **Community Involvement / Cultural Outreach**
- **College, Military and Industry Recruitment**
- **College Transition Program**
- **Student Leadership (A-Team)**
- **Robust Student-Driven Recreation Program**
- **Native Arts and Crafts**
- **Traditional Garden / Food Preservation**
- **Adopt-a-Grandparent**

Show Me the Money



➤ **1954 – 1991: BIA Program**

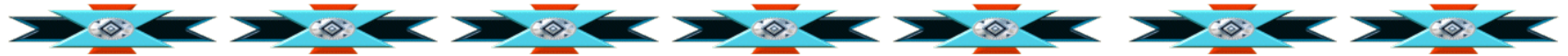
➤ **1991 – Present: PL 100-297 Program (Navajo Nation)**

- * Reauthorization of Grant ~ process in flux?
- * 3 year rolling average
- * Count period (3 weeks)

➤ **2014 - ????: ?????**



Present Challenges



- **Larger number of schools competing for smaller pool of students**
- **Students arrive with low academic achievement**
- **Challenge to bring incoming students to grade level expeditiously**
- **Consistently low standardized test scores**
- **High turn-over in BIE and tribal offices**
- **Confusion and conflict between BIE, Navajo Nation, Tribal Schools**
- **“One Grant” or SIEG**
- **Tribal politics (ex: Descheenie for President)**
- **Navajo Language and Navajo Government**
- **Unstable higher support structure**
- **Inconsistent reporting requirements and entities**
- **Aging facility/ infrastructure**
- **Schools on different schedules**

State of the Bureau



- **AIGS, DOE, Secretary Jewell**
- **Dr. Monty Roessel (Director of BIE)**
- **Push to drastically restructure BIE (Reform Plan)**
- **Secretarial Order 3334**
- **Get out of “running schools”**
- **SEA-type structure**
- **Technical assistance**
- **Major budgetary and local control impacts**
- **SIEG aka One Grant could drastically impact local control**
- **Intense distrust between Tribal and Federal entities**
- **Conflict within both tribal and federal structures**
- **What will we look like on 1 July 2015?**

Solution



- **Turn heads for the right reasons**
- **Continue to provide world class opportunities for Native teens**
- **Overcome academic deficits in a timely manner**
- **Increase test scores**
- **In-house Navajo Language / Navajo Government** (tribal scholarships)
- **We have an exceptional and historical partnership**
- **Lisa Crane is amazing!**
- **SSD will continue to lead the education landscape in Utah**
- **RRH will continue to innovate**
- **Mutual support of common interests**
- **Follow process and stay engaged**



Thank You for your continued support of our program and our students!





The Bureau of Indian Education

National Indian Education Association Webinar

August 19, 2014

Presented by:

Dr. Monty Roessel, Director

Overview

- Introduction
- Purpose for the American Indian Education Study Group
- Blueprint for Reform – The 5 Circles of Reform
- Impact upon Tribal Communities
- Next Steps of the Reform
- Questions

Our BIE Funded K-12 Schools

BIE-Funded Schools by States				
States	BIE Operated	Grant/ Contract	Total Schools	Student Count
AZ	22	32	54	12097
NM	24	20	44	8584
SD	3	19	22	6634
ND	4	8	12	3727
MS	0	8	8	2052
WA	0	8	8	1691
OK	1	4	5	1116
MN	0	4	4	639
ME	0	3	3	285
MT	1	2	3	525
WI	0	3	3	798
CA	1	1	2	443
FL	0	2	2	237
ID	0	2	2	203
MI	0	2	2	389
NC	0	2	2	970
NV	0	2	2	90
UT	1	1	2	240
IA	0	1	1	260
KS	0	1	1	46
LA	0	1	1	91
OR	1	0	1	343
WY	0	1	1	184

- 183 schools and residential halls
- Distributed Across 23 States
- 41,644 Total American Indian Students
- BIE-funded schools are located on 64 Tribal Communities
 - 46 Tribal Communities with 1 school
 - 7 Tribal Communities with 2 schools
 - 11 Tribal Communities with 3 or more schools
- 3,000+ Teachers

American Indian Education Study Group

In September 2013, Secretary of the Interior Sally Jewell and Secretary of Education Arne Duncan convened an American Indian Education Study Group to diagnose the systemic challenges facing the Bureau of Indian Education (BIE).

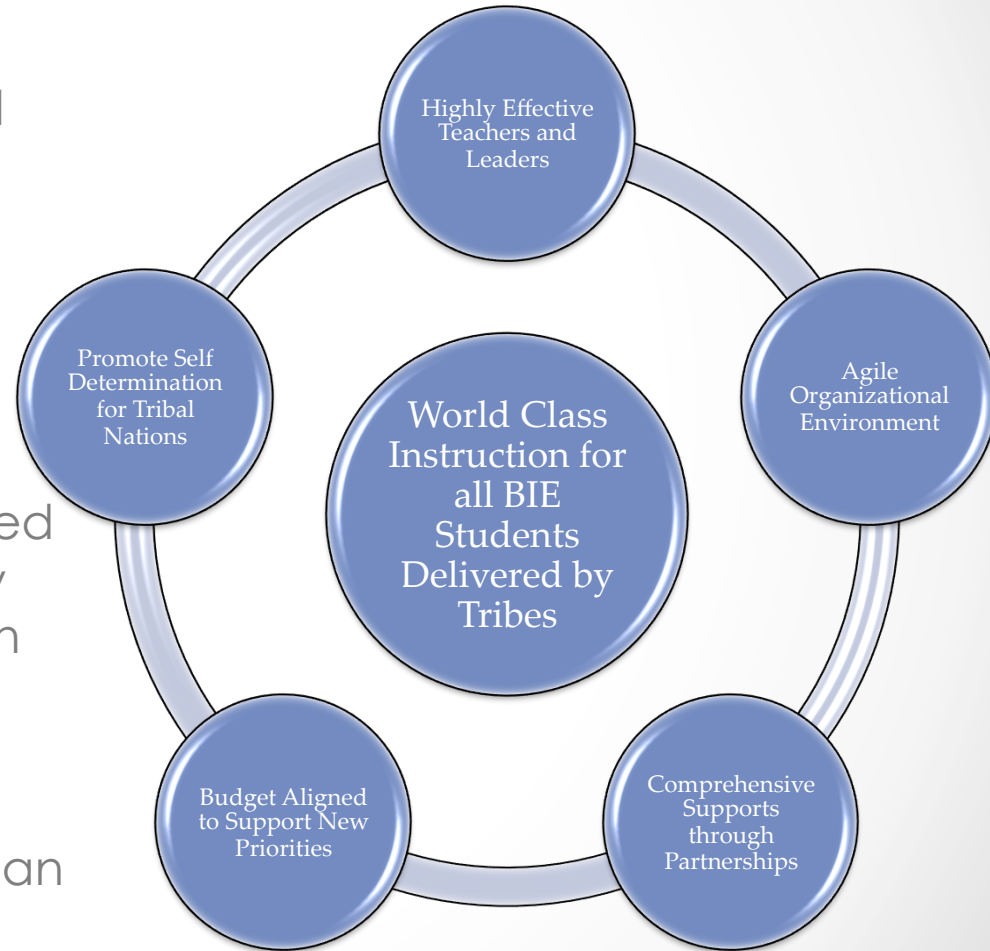
The study group proposed a comprehensive plan for reform to ensure all students attending BIE-funded schools receive a world-class education.



American Indian Education Study Group Listening Session, Gila River

Blueprint for Reform

- The Study Group drafted a framework for reform based on several listening sessions with tribal leaders, Indian educators and others throughout Indian Country.
- The topics focused on how to facilitate tribal sovereignty in American Indian education and how to improve educational outcomes for students at BIE-funded schools. The recommendations by the study group were based on an overall 5 pillar framework to transform BIE to become a champion of quality educational opportunities for all Native American children. The report was released on June 13, 2014.



Reform Area One: Highly Effective Teachers and Leaders

Help tribes to identify, recruit, develop, retain, and empower diverse, highly effective teachers and principals to maximize the highest achievement for every student in all BIE-funded schools.



Recommendations:

- Improve BIE's existing internal capacity to provide technical assistance to tribes around professional development, modeling, coaching, and the monitoring and evaluation process.
- Provide incentives to recruit effective teachers and principals.
- Upgrade the skills of existing teachers and principals.
- Improve BIE's ability to help tribes develop and resource talent management and acquisition programs with tribal education agencies.
- Provide incentives to tribes to adopt certain staffing formulas and performance based evaluations that are tied to student achievement.
- Create new, high quality teacher pipelines from colleges, including tribal colleges and universities (TCUs), to BIE schools.

Reform Area Two: Agile Organizational Environment

Build a responsive organization that becomes an expert in its field and provides resources, direction, and services to tribes so that they can help their students attain high levels of achievement.

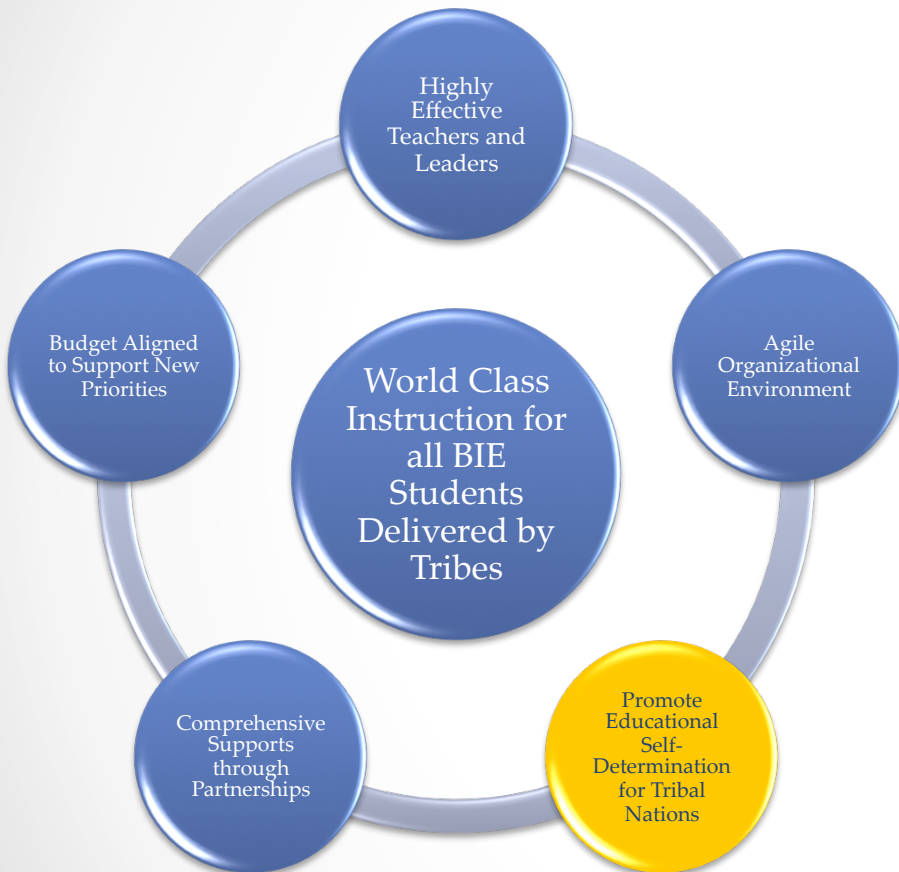


Recommendations:

- Support BIE-funded schools to develop and resource or improve their own talent management, logistics, and information technology divisions.
- Offer tribes financial management and budget execution guidance and training.
- Provide customized technical assistance to enable tribal education agencies to perform LEA-like functions to manage their schools.
- Facilitate tribal consortia for purchase of universal products and services to reduce cost.
- Assist tribes by training HR staff at tribal schools
- Recruit highly effective teachers and principals through marketing.
- Develop a toolbox of interventions customized to the needs of schools in. Share best practices and research in teaching, learning, and leading schools. Training to school boards.

Reform Area Three: Promote Educational Self Determination for Tribal Nations

Strengthen and support the efforts of tribal nations to directly operate BIE funded schools.



Recommendations:

- Provide incentives to tribal governments to assume control over remaining federally operated schools, including providing full funding for contract and grant support costs and addressing facility needs for schools.
- Encourage and provide opportunities for tribal nations to operate and manage their schools and receive funding directly from the BIE.
- Clarify the maximum discretion that Tribally Controlled Schools have to teach native languages, cultures, and histories to their students.
- Provide technical assistances on how curriculum regarding Native languages, histories and cultures can be aligned to the CCSS.
- When requested, provide customized technical assistance through School Solutions Teams to support tribes when tribes request assistance regarding resources or support for improving school operational practices at BIE-funded schools.

Reform Area Four: Comprehensive Supports through Partnerships

Foster parental, community, and organizational partnerships to provide the academic as well as the emotional and social supports that BIE students need in order to be ready to learn.

Recommendations:

- Coordinate with other Federal agencies so that community-based tribal grants help provide wraparound services to students attending BIE-funded schools.
- Create public/private partnerships by reinstating the National Fund for Excellence in American Indian Education, a congressionally chartered non-profit foundation with the mission of supporting BIE-funded schools.
- Work with Indian Health Service (IHS) to increase and institutionalize the practice of providing of school-based services to ensure that students are ready to learn and can focus.
- Provide incentives to tribes to co-locate other tribal support services near BIE schools.
- Work with tribal grant schools to improve applications and obtain all E-rate funding.



Reform Area Five: Budget Aligned to Support New Priorities

Develop a budget that is aligned with and supports BIE's new mission of tribal capacity building and exchanging best practices.



Recommendations:

- Invest in Infrastructure to improve teaching and learning
- Align budget to support self-determination
- Align budget to support Teachers and Principals
- Align budget to Create an Agile Organizational Structure

Implementation: Secretarial Order No. 3334

The Secretarial Order #3334 signed on June 12, 2014 is the first step by the U.S. Department of Interior to begin the process of implementing reforms by redesigning and restructuring the BIE into an innovative organization that will improve operations for both tribally controlled and BIE operated schools. The order identifies two phases to begin this school year.



SY 2014-2015	SY 2015-2016
Phase I: Provides immediate relief to all BIE funded schools in all areas, especially in school operations	Phase 2: BIE completes transformation and becomes a school improvement that builds capacity of tribes to operate high-achieving schools.

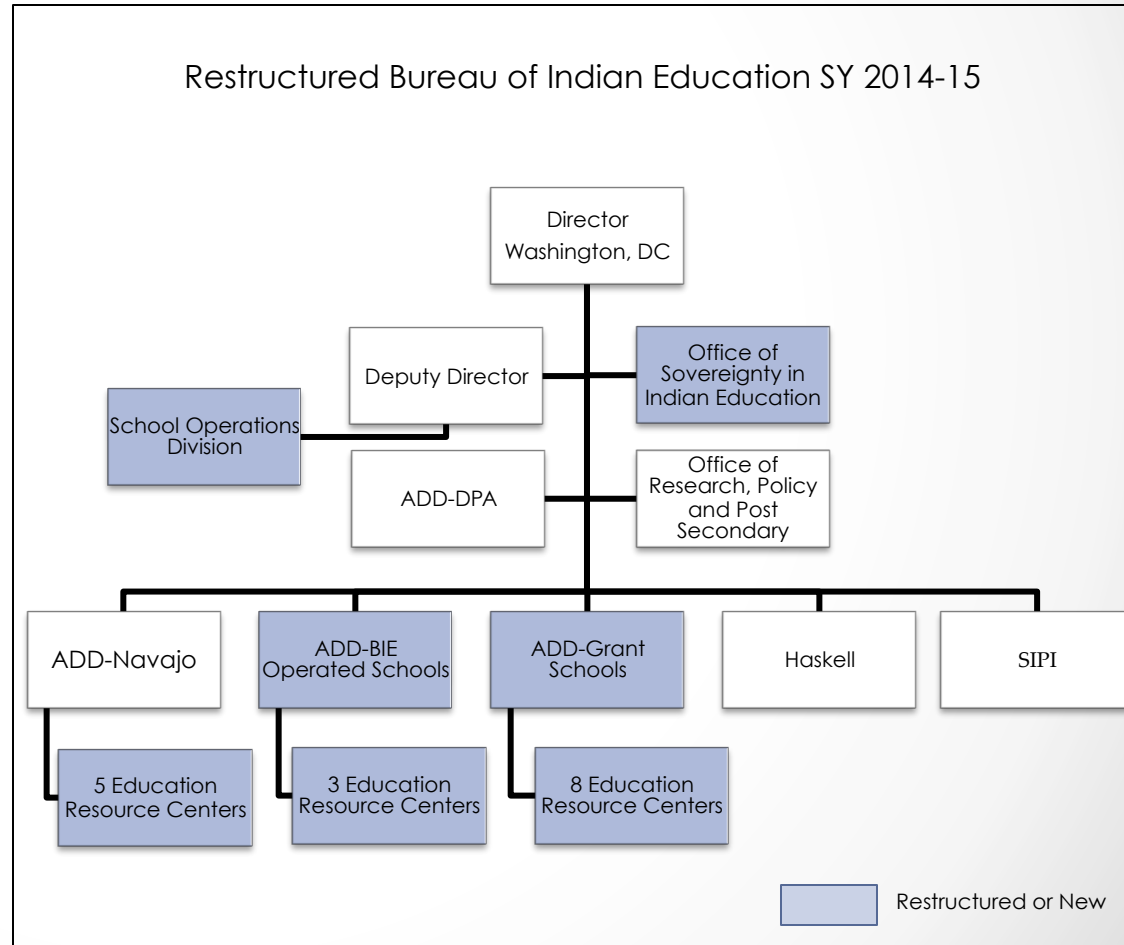
BIE Redesign and Restructure

Realignment of the ADDs

- ADD Grant Schools
- ADD BIE Operated Schools
- ADD Navajo

Establish Education Resources Centers

- Restructure ELOs to ERCs
- Staffed by School Improvement Solutions Teams
- Customized Technical Assistance
- Collaborate with Tribal Colleges and Universities



BIE Redesign and Restructure

Establish the Office of Sovereignty in Indian Education

- a. Support tribal sovereignty
- b. Build capacity of tribes to operate schools
- c. Support Native language, culture, and history
- d. Support tribes through incentive grants & curriculum

BIE Redesign and Restructure

Establish a School Operations Division

- a. Reduce institutional fragmentation
- b. Adds Support of:
 - Human Resources
 - Acquisition and Grants
 - School Facilities
 - Educational Technology, and
 - Communications

Documents/Data:

- To obtain copies of the Secretarial Order, the Blueprint for Reform, and the BIE Strategic Plan 2014-2018, go to the following link:
<http://www.bie.edu/NewsEvents/StudyGroup/index.htm>



THE SECRETARY OF THE INTERIOR
WASHINGTON

ORDER NO. 3334

Subject: Restructuring the Bureau of Indian Education

Sec. 1 Purpose. Under the Federal Trust responsibility, the United States has charged itself with significant moral obligations to American Indian tribes. We cannot ignore a history of mistreatment and destructive Federal policies that have hurt tribal communities, including repudiated policies regarding the education of Indian children. The boarding school era and other historical failures have created a complicated and difficult legacy for Indian people and their relationship with the Federal Government. The United States must do better. The future of Indian Country rests on ensuring American Indian children receive a high-quality education that honors their cultures, their languages, and their identities as Indian people. To achieve this goal, the Department of the Interior will: (1) strengthen and support the efforts of tribal nations to directly operate Bureau of Indian Education (BIE) funded schools; (2) help tribes to identify, recruit, retain, and empower diverse, highly effective teachers and principals to maximize the highest achievement for every student in all BIE funded schools; (3) build a responsive organization that provides resources, direction, and services to tribes so they can help their students attain high levels of student achievement; (4) foster parental, community, and organizational partnerships to provide the emotional and social support BIE students need in order to be ready to learn; and (5) develop a budget that is aligned with and supports BIE's new institutional focus of providing resources and services to tribes.

The purpose of this Order is to begin the process of implementing those reforms by redesigning and restructuring the BIE into an innovative organization that will improve operations for both tribally-controlled and BIE-operated schools. The redesign and restructuring of the BIE will occur in two phases to ensure an orderly and minimally disruptive transition and will emphasize: (1) improving responsiveness of BIE operational support to schools; and (2) improving performance of individual schools.

Sec. 2 Background. In the area of Indian education, tribal self-determination has become the dominant mechanism for providing education to Indian children. In education, as in other areas of Federal Indian services, Congress and the Administration have recognized that Indian education is most successful when Indian tribes manage their schools. Today, far more BIE schools are run by tribes than by the BIE. However, given the long historical challenges faced by Indian students, it will take time and resources to achieve significant improvement. The Department has comprehensively reviewed the operations of BIE to achieve improvements in Indian education, as described in Findings & Recommendations Prepared by the Indian Education Study Group. The review revealed that significant organizational changes are necessary to provide tribes the resources and support needed to directly operate high-performing schools, to remove institutional obstacles that hamper student achievement, and to enable principals to focus on instructional leadership. The review also highlighted the need to provide

targeted and highly customized technical assistance that meets the unique instructional needs of each BIE-funded school, including instruction on the tribe's language, history, and culture.

Sec. 3 **Authority.** This Order is issued in accordance with the authority provided by Section 2 of Reorganization Plan No. 3 of 1950 (64 Stat. 1262) and 25 U.S.C. § 13 and § 2006.

Sec. 4 **Organizational Changes - Phase I.** Phase I will be a transitional phase expected to be operational before the start of School Year 2014-15. Phase I will utilize existing resources and Phase I will focus on improving BIE operational support to schools.

a. Establishment of a School Operations Division. The School Operations Division shall be established and will report directly to the Director, BIE. The Division will focus on teacher and principal recruitment, acquisition and grants, school facilities, educational technology, and communications.

b. Restructuring the BIE. The BIE shall be restructured as follows:

i) Realignment of the Associate Deputy Directors (ADDs). The three current BIE ADD positions will be realigned to the following responsibilities: ADD-Navajo, ADD-Grant Schools, and ADD-BIE-Operated Schools.

ii) Establishment of Education Resource Centers and School Improvement Solutions Teams. The Education Line Offices (ELOs) shall be restructured and re-named Education Resource Centers, each to be staffed by a School Improvement Solutions Team. The teams will provide customized technical assistance to schools in such areas as: curriculum and instruction, data systems, intervention strategies, local job embedded professional development, and school leadership.

iii) Establishment of the Office of Sovereignty and Indian Education. There shall be established an Office of Sovereignty and Indian Education, reporting to the Director, BIE. The Office will focus on supporting tribal sovereignty by building the capacity of tribes to operate high performing schools and allowing tribes to shape what their children learn about their tribes, language, and culture. It will also support grant status for schools, provide support and guidance for effective use of incentive grants, and provide curriculum support for tribal culture, language, and traditions.

Sec. 5 **Organizational Changes - Phase II.** Phase II completes the institutionalization of the redesign and restructuring of BIE, which is anticipated to occur by the end of the 2015-2016 school year. Phase II will focus on providing the resources and customized technical assistance to support tribes in establishing and operating high-performing schools of their own.

a. Creation of School Support Solutions Teams. At the start of Phase II, School Support Solutions Teams will be created in the office of each of the three ADDs (ADD-Navajo, ADD-Grant Schools, ADD-BIE-Operated Schools). The Team members will be experienced professionals who can provide exceptional customized technical assistance to the schools in the areas of teacher and principal recruitment, professional development, and evaluation; acquisition;

school facilities, financial management, and technology. The teams will work with individual schools and tribes to help maximize school performance.

b. *Realignment of Support of BIE-Operated Schools.* At the start of Phase II, appropriate resources will be transferred from the Assistant Secretary–Indian Affairs (AS–IA) and the Bureau of Indian Affairs to the Director, BIE, for assignment to School Support Solutions Teams.

c. *Enhancing School Improvement Solutions Team Services.* At the start of Phase II, School Improvement Solutions Teams will become responsible for expanding their capacity to support schools by developing local school improvement teams in each school to build and sustain a high quality education, including “cradle to the classroom” assistance with such services as parenting, early literacy, numeracy, vocabulary, local parent counseling, training, and mentoring (parents as trainers and mentors).

Sec. 6 **Implementation.**

a. The AS–IA will perform a Phase I functional analysis for the new functions and develop a workforce plan to be submitted to the Secretary by August 31, 2014.

b. The AS–IA will perform a Phase II functional analysis and develop a workforce plan, to be submitted to the Secretary before September 2014.

Sec. 7 **Performance Monitoring and Evaluation.** The AS–IA will ensure that progress is monitored toward the goal of American Indian children receiving a high-quality education that honors their culture, languages, and identities, as Indian people.

Sec. 8 **Administrative Provisions.** The AS–IA and the Assistant Secretary – Policy, Management and Budget will take appropriate steps to implement the provisions of this Order.

Sec. 9 **Effective Date.** This Order is effective immediately and will remain in effect until its provisions are incorporated into the Department Manual, or until it is amended, suspended, or revoked, whichever occurs first.


Secretary of the Interior

Date: JUN 12 2014

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #4. – PATRON DIALOGUE

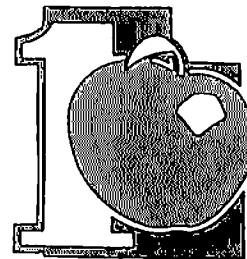
NOVEMBER 12, 2014 – BOARD MEETING

ITEM #5.A. – DISCUSSION – ITEMS FROM THE BOARD

- USBA Conference at Little America Hotel on January 8-10, 2015.
- Other

Utah School Boards Association

860 East 9085 South • Sandy, Utah 84094
(801) 566-1207 • FAX (801) 561-4579



Richard C. Stowell
Executive Director

*Support Utah Public Schools..
...where learning comes first!*

October 15, 2014

Dear Board President, Superintendent and Business Administrator:

**RE: USBA Conference Registration, Meals & Housing
January 8, 9 & 10, 2015**

The USBA Annual Conference will be held January 8, 9 & 10, 2015 at the Little America Hotel, 500 South Main, Salt Lake City, Utah. The Conference will begin with registration at 4:00 P.M. on Thursday, January 8th. *Please note the First General Session will begin on Thursday evening at 7:00 P.M.*

Registration

Enclosed is the registration form for the USBA Annual Conference. Please complete the form for your District and return it to us by November 28, 2014.

Meals

The cost of meals are included in the registration fee, only guests need to pay for extra meals. The cost of extra meals is on the registration form.

Housing

Please call the Little America Hotel to make your reservations @1-800-437-5288. *When registering, please register in your District name and indicate you are attending the Utah School Boards Association Conference.*

There are Courtside rooms for \$109, Garden rooms for \$159, and Tower rooms are available for \$179. All these rates are for single or double occupancy.

We have an excellent Conference planned, a copy of the Conference Preview is enclosed, we hope you will encourage all of your people to attend.

Sincerely yours,



Richard C. Stowell
Executive Director

RCS/jl

Enclosure

Thursday, January 8

3:00 p.m. – 7:00 p.m.

6:00 p.m.

7:00 p.m. – 9:00 p.m.

Conference Registration**Booth Exhibits Open****First General Session**

- ◆ Flag Ceremony –
- ◆ National Anthem
- ◆ Music by Woods Cross H.S.
- ◆ Keynote Speaker -
Dr. Milton Chen

5:00 p.m.

Utah High School Activities
Association Region Elections

6:00 p.m.

Fourth General Session

- ◆ Annual Buffet Dinner
- ◆ Friends of Educ. Awards
- ◆ Master Boards Award
- ◆ Entertainment by
“Dueling Pianos”

Friday, January 9

8:00 a.m.

8:30 a.m.

Registration**Second General Session**

- ◆ Music by West Jordan High School
- ◆ Remarks by Anne M. Bryne, NSBA
- ◆ Master Boards Award (MBA)
- ◆ USBA Business Session
- ◆ Nominations
- ◆ Elections

11:00 a.m. – 12:00 Noon

Break-out Sessions
(4 Topics to choose from)

12:00 Noon – 1:15 p.m.

Lunch on your own

1:30 p.m. – 2:15 p.m.

Third General Session

- ◆ Prize Drawing
- ◆ Music by Park City High School

2:30 p.m. – 3:30 p.m.

Break-out Sessions – repeated
(6 topics to choose from)

3:30 p.m. – 3:45 p.m.

Break

3:45 p.m. – 4:45 p.m.

Break-out Sessions repeated -

Saturday, January 10

7:00 a.m. – 8:30 a.m.

Annual Breakfast Buffet

8:30 a.m. – 9:15 a.m.

Fifth General Session

- ◆ Prize Drawing
- ◆ Longevity Awards
- ◆ Presidents' Report

9:30 a.m. – 10:30 a.m.

Break-out Sessions -
(6 topics to choose from)

10:30 a.m. – 10:45 a.m.

Break

10:45 a.m. – 11:45 a.m.

Break-out Sessions repeated –

12:00 noon

Sixth General Session

- ◆ Luncheon
- ◆ Speaker – Ann Cannon
- ◆ Election Results and
installation of new
USBA President
- ◆ Prize Drawing

1:30 p.m.

Adjourn

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #5.B. – DISCUSSION – ITEMS FROM ADMINISTRATION

Items from *Superintendent Douglas*

Information Items:

- K-16 Alliance Math Pathways *See attachment (Snow College Math Pathways)

Discussion Items:

- 5x5 Block Schedule for High Schools *See 4 Attachments (Memo, Schedule Considerations PowerPoint, BlockERIC, Consensus)
- Graduation Requirements for 5x5 Block: Credits Each Year 24, 26, 28, 30, 33. Schools go from 7 classes = 24 required credits to 10 classes = 33 required credits.
- Consider yearly time requirements: Current in class time requirement for the district is 1015 hours per year. The state requires 990 per year. For the 5x5 block in high schools we plan to pilot 1005 hours required not including intervention at the end of the day additional 48-60 hours)
- Sevier CTE Center Update: Considering pathways in Ag Sciences, Business, Health Sciences, Info Technology, Skilled & Technical, Technology and Engineering. *See attached (HS Bell Schedule)
- USU/UCAT and Snow College High School Offerings Update: *See attached (Snow Richfield Academic Program)
- Administrator, Teacher Evaluations: Observation, SAGE, EXPLORE, PLAN, ACT Data, Survey Data. Survey data through U of U Program for CUES Region.
- Other

Items from *Gail Albrecht*

- SAGE spring 2014 data
- Other

Items from *Chad Lloyd*

- Construction updated
- December work session
- Other

SNOW COLLEGE

MATH PATHWAYS

STEM PATHWAY

Science - Technology - Engineering - Math
Health Sciences - Education - Business

NON-STEM PATHWAY

Liberal Arts - Social Sciences
Fine Arts and Others

PRE-COLLEGE

GRADES 3-6

PRE-ALGEBRA

MATH 0700

GRADES 6-8

MATH 1

BEGINNING ALGEBRA

MATH 0800

GRADES 9-11

MATH 1-2-3

INTERMEDIATE ALGEBRA

MATH 0900

GRADES 9-11

MATH LITERACY

MATH 0850

Student changes major

Student changes major

COLLEGE

**PRE
CALCULUS**
MATH 1080

**COLLEGE
ALGEBRA**
MATH 1050

**MORE COLLEGE MATH
COURSES AS NEEDED
FOR DESIRED MAJOR**

**QUANTITATIVE
LITERACY**
MATH 1030

**INTRODUCTION
TO STATISTICS**
MATH 1040



SNOW COLLEGE
MATH DEPARTMENT

435.283.7497
math@snow.edu
www.snow.edu/math

UTAH SYSTEM OF HIGHER EDUCATION

Recommendations on High School Mathematics Preparation for the Utah System of Higher Education

The adoption of the Utah Core Standards in Mathematics provides an opportunity for the Utah System of Higher Education (USHE) to examine recommended pathways for high school students intending to enroll in USHE institutions, especially from the perspective of reducing time-to-graduation and increasing retention rates. USHE convened a Task Force consisting of mathematicians and educators from both public and higher education to consider this issue. The recommendations of the Task Force are as follows:

RECOMMENDATION 1

Each year in high school (4 years), students should take the most rigorous Mathematics course for which they qualify.

RECOMMENDATION 2

All students should successfully complete Secondary Math I, II and III, or Secondary Math Honors I, II and III.

** Note: Secondary Math I, II and III cover more content than Math 1010 (Intermediate Algebra). Math 1010 should not be substituted for any component of the Secondary Math I, II, III sequence.*

RECOMMENDATION 3

USHE-Recommended Courses BEYOND Secondary Math I, II and III:

- HS Calculus* or AP Calculus* or IB Math*
- HS Precalculus*†
- AP Statistics
- Any other course equivalent to one satisfying a USHE General Education Quantitative Literacy requirement including: Math 1030, 1040, 1050 or any Math course with Math 1050 as a prerequisite

** Students interested in STEM or other math-intensive careers should take one or more of the classes identified with an asterisk in advance of high school graduation.*

† HS Precalculus covers the content of Math 1050, Math 1060 and some statistics.

Remember:
College = Opportunity



UTAH SYSTEM OF HIGHER EDUCATION

STEPUPUtah.com

Approved by the Utah State Board of Regents on March 28, 2014

**Cade Douglas** <cade.douglas@seviersd.org> Oct 15 to Principals, Krista 

Principals,

Attached are some of the documents that we used in our district leadership scheduling discussion yesterday that lead us to a consensus in moving toward the 5 x 5 schedule.

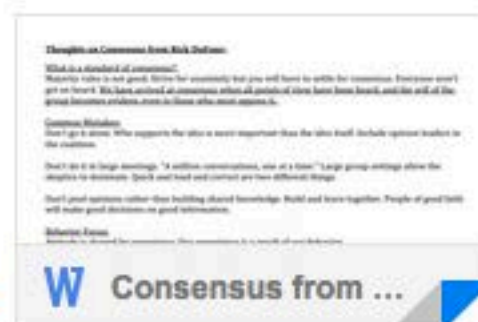
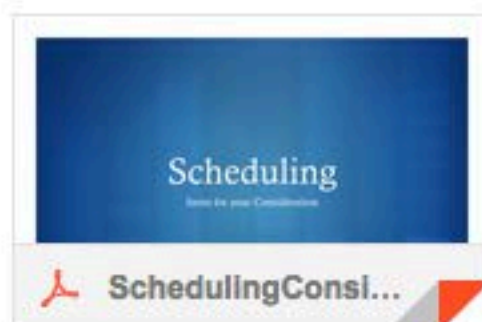
The real work begins now in our efforts to communicate, answer questions, resolve concerns, and listen to teacher, parent, student, and stakeholder feedback. It is essential that we share information with all stakeholders and plan visits to South Sevier High and/or other schools who have already implemented the 5X5. I read an article last night that all Washington District schools were moving that way next year as well.

We are looking into finding ways to support teachers in planning and preparing during the summer months. We are also dedicated to supporting you as you move forward, so please don't hesitate to ask for help where needed.

Cade Douglas, Ph.D.
Superintendent
Sevier School District
180 East 600 North
Richfield, Utah 84701
Phone: [435.896.8214](tel:435.896.8214)
Website: www.sevier.k12.ut.us
Twitter: <https://twitter.com/cadedoug>

***PLEASE NOTE My new email address is: cade.douglas@seviersd.org
Please make the change in your address book, I want to continue to receive email from you.

3 Attachments



Scheduling

Items for your Consideration



Research Based Pros and Cons

Block Scheduling. ERIC Digest, Number 104

PROS

- ◆ Larger blocks of time allow for more flexible and productive classroom environment.
- ◆ If done well more opportunities for using varied and interactive teaching methods.
- ◆ More effective use of school time.
- ◆ Decreased class size of core classes.
- ◆ Increased number of offerings.
- ◆ Reduced number of students with whom teachers have daily contact.
- ◆ A longer class period lends itself to more process-oriented teaching strategies.

PROS Continued

- ◆ More course credits completed.
- ◆ Studies have shown equal or better mastery and retention of material.
- ◆ An impressive reduction of suspension and dropout rates.
- ◆ Improved relationships between students and teachers.
- ◆ Students enroll in a greater number and variety of elective courses and offers more opportunities for acceleration.
- ◆ Availability of credit recovery course opportunities.
- ◆ Fewer students daily to keep records and grades for.
- ◆ Overall satisfaction in the learning process is greater for both students and teachers.

Research Based Pros and Cons

Block Scheduling. ERIC Digest, Number 104

Cons

- ◆ Change is painful and controversial.
- ◆ Building support for altering such a time-honored tradition.
- ◆ Time needed to make the change.
- ◆ Imposing such a model doesn't ensure success.
- ◆ Adequate staff development time is essential. Teachers are used to teaching in 35 -55 minute blocks of time.

More Cons

- ◆ Successful lessons are planned in three parts: explanation, application, and synthesis. Most teachers have less experience with application and synthesis than with explanation (lends to the Common Core model).
- ◆ Teachers may need training in cooperative learning, class building, and team formation (lends to the PLC model).

Some Current SSD Challenges

Academic

- ◆ Lack of Resources
- ◆ Limited Flexibility in the Schedule
- ◆ Low Proficiency in Some Areas
- ◆ Inability to Implement Interventions During the School Day
- ◆ Large Core Class Sizes
- ◆ Inequality in schedules
- ◆ Limits to the Three Tier Model at the Secondary Level

Cultural

- ◆ Isolated Teachers
- ◆ Limits to class choice as compared to other districts across the state
- ◆ Need for a schedule that coincides with Sevier CTE Center and Snow College
- ◆ Inability to share our own teachers middle to high and across the district
- ◆ Need to offer more control of coursework and pathways to students and parents
- ◆ Declining CTE Enrollment

Advantages to a 5X5:

- Schedule allows more class offerings and opportunities for both intervention and extension. Students will be able to take more of the classes they want.
- 100% Graduation Rate Goal becomes more achievable.
- Provides more opportunities for advanced students (Concurrent Enrollment etc.).
- Can lower class sizes in selected classes.
- Increases schools ability to offer increased rigor for seniors and 8th graders.
- Critical needs classes can be double blocked (56.5 hours per year gained for students needing it most).
- Interventions can be built into the schedule.
 - Tier 2 study skills classes offered to all students.
 - Tier 3 study/at risk courses *required* of struggling students.
- Alignment with Sevier CTE Center and Snow Richfield concurrent enrollment schedules.
- Ability to broadcast courses between all high schools.
- **It doesn't cost anything.**



5
X
5

Disadvantages to a 5X5:

- ❖ Teaching a 70 minute class period
 - ❖ District and Schools will need to offer professional development regarding how to use all the time wisely
 - ❖ Teachers will need to understand the paradigm shift
- ❖ Loss of instruction time for non double-blocked classes
- ❖ Staffing Needs
 - ❖ Hire new half-time math and science using USTAR 2 periods for 2 periods.
- ❖ Students who are absent for a class.
- ❖ CTE funding will need to be carefully monitored.



5
X
5

Other Blocking Options

4 X 4

- ◆ Uses 90 minute class periods
- ◆ Increases class offerings by 1
- ◆ Less opportunity for interventions

5 X 5 With Skinny

The 5x5 Schedule

Beloit Memorial is changing from our current 4-block schedule to the 5 x 5 block schedule. The new schedule will allow for increased credit opportunities, study halls and intervention periods.

A student's schedules will include:

- Three 80 minute courses
- A 40 minute lunch period
- One 40 minute course or intervention period and either
- One 85 minute course or two 40 minute courses.

This allows students to earn up to 9.0 credits

per academic year.

How is the 5 x 5 block different from our current 4-block schedule?

- All students enrolled at BMHS will be on the 5 x 5 block schedule.
- Students can earn 9 credits per year increased from the 8 currently available from the 4-block schedule.
- There will be increased opportunities for intervention, credit recovery, and enrichment courses.

Skinny Periods

Students will be assigned to a skinny period for assistance with academics as needed. Some data used to identify academic needs can include: WKCE scores, MAPs test scores, and academic history. Parents and students will be notified of their placement in these periods.

If students are not assigned to an intervention period, they will be allowed to take a study hall, academic or enrichment courses. These courses will be assigned based on alternate

THE 5x5 DAILY BELL SCHEDULE:

	<u>Start</u>	<u>End</u>
Block 1	8:00 am	9:20 am
Block 2	9:27 am	10:47 am
Block 3	10:54 am	12:19 pm
Skinny A	10:54 am	11:34 am
Skinny B	11:39 am	12:19 pm
Block 4	12:26 pm	1:51 pm
Skinny C	12:26 pm	1:06 pm
Skinny D	1:11 pm	1:51 pm
Block 5	1:58 pm	3:18 pm

Lunches:

- 10th—12th Grade Students will eat lunch during Skinny A (10:54-11:34 am)
- 9th Grade Students will eat lunch during Skinny C (12:26-1:06 pm)

Schedule Changes

Counselors will make schedule changes for students based on the following situations:

- Scheduling conflicts due to assigned intervention periods.
- Summer school attendance with credits earned
- Failure in pre-requisites for a requested course
- Unresolved scheduling conflicts
- Health related problems (with a physician statement)
- Scheduling errors made by school staff

Counselors will be available during the summer to assist parents with questions during the following times beginning June 13th by appointment only:

Monday—Thursday, 8:00 am—11:00 am



Contact Information

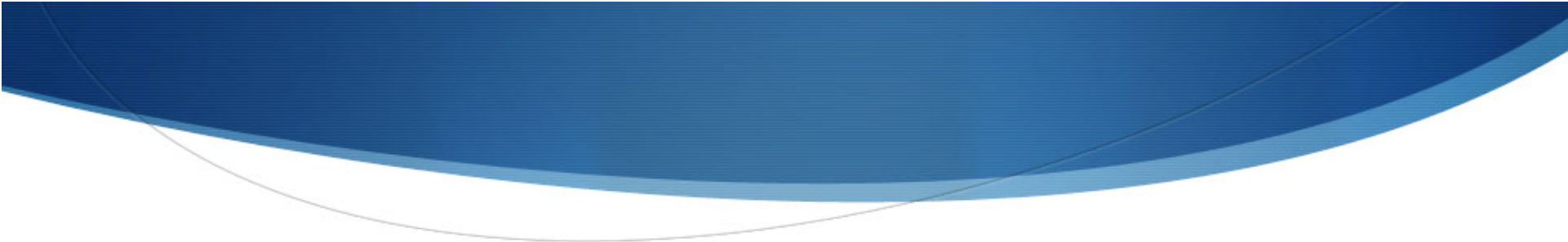
Beloit Memorial High School

1225 Fourth Street
Beloit, WI 53511

Phone: 608-361-3000
Fax: 608-361-3080
Web: www.sdb.k12.wi.us/memorial

Key Stakeholder Buy-In

- School Board
- Parents
- Students
- TEACHERS



*“Change is hard because people
overestimate the value of what they
have, and underestimate the value of
what they may gain by giving that
up”*

-Author Unknown

Quality vs. Quantity

- Efficiency Increases
- Student Involvement Increases
- Fluff Decreases
- Discipline Referrals Decrease

Supporting and Involving Teachers Along the Way

“Communication during implementation is far more important than communication prior to implementation.”

-Michael Fullan

We all want what is BEST for STUDENTS

But sometimes we forget this when we are the one
asked to change.



Risk

“Progress always involves risk. You can't steal second base and keep your foot on first.”

-Fredrick B. Wilcox

Choice

Students and parents want and appreciate different options. We want to extend more control to students and parents over their course choices and pathways. Our schedule needs to provide the flexibility to enhance what Sevier School District has to offer.

--- Cade Douglas, Superintendent

ERIC Identifier: ED393156

Publication Date: 1996-03-00

Author: Irmsher, Karen

Source: ERIC Clearinghouse on Educational Management Eugene OR.

Block Scheduling. ERIC Digest, Number 104.

Six classes a day, five days week, every day the same schedule.

Telephones and radios were still novelties when high schools nationwide petrified the school day into this rigid pattern. The refrigerator and television hadn't been invented, much less the copy machine, computer, and video player.

We live in a very different world now, and we know immeasurably more about how students learn. Yet most contemporary high school and middle school students are still locked into the same archaic schedule that their great-grandparents experienced when they were teenagers.

This Digest looks at problems inherent in the traditional scheduling pattern. Then it examines the benefits and challenges of block scheduling, and ends with a few tips for making the transition.

WHAT'S WRONG WITH THE TRADITIONAL SIX- OR SEVEN-PERIOD DAY?

For starters, say critics, the pace is grueling. A typical student will be in nine locations pursuing nine different activities in a six-and-a-half-hour school day. An average teacher must teach five classes, dealing with 125-180 students and multiple preparations. This frantic, fragmented schedule is unlike any experienced either before or after high school.

"It produces a hectic, impersonal, inefficient instructional environment," states Joseph Carroll (1994), provides inadequate time for probing ideas in depth, and tends to discourage using a variety of learning activities. Opportunities for individualization of instruction and meaningful interaction between students and teachers are hard to come by.

No matter how complex or simple the school subject, the schedule assigns an impartial national average of fifty-one minutes per class period, say Robert Canady and Michael Rettig (1995). And despite wide variation in the time it takes individual students to succeed at learning any given task, the allocated time is identical for all.

The 1994 report of the National Education Commission on Time and Learning states, "Schools will have a design flaw as long as their organization is based on the assumption that all students can learn on the same schedule."

In addition, since most disciplinary problems occur during scheduled transitions, the more transitions, the more problems. And a great deal of time is lost in simply starting and ending so many classes in a day.

"Traditional, inflexible scheduling is based on administrative and institutional needs," say Gary Watts and Shari Castle (1993). Flexible scheduling patterns are a much better match for pedagogical practices that meet the educational needs of students and the professional needs of

teachers.

WHAT IS BLOCK SCHEDULING?

Gordon Cawelti (1994) defines it as follows: "At least part of the daily schedule is organized into larger blocks of time (more than sixty minutes) to allow flexibility for a diversity of instructional activities."

The variations are endless, and may involve reconfiguring the lengths of terms as well as the daily schedule. Some of the possibilities detailed by Canady and Rettig include:

- *Four ninety-minute blocks per day; school year divided into two semesters; former year-long courses completed in one semester.

- *Alternate day block schedule: six or eight courses spread out over two days; teachers meet with half of their students each day.

- *Two large blocks and three standard-sized blocks per day; year divided into sixty-day trimesters with a different subject taught in the large blocks each trimester.

- *Some classes (such as band, typing, foreign language) taught daily, others in longer blocks on alternate days.

- *Six courses, each meeting in three single periods, and one double period per week.

- *Seven courses. Teachers meet with students three days out of four--twice in single periods, once in a double period.

And there are many more. Any of these can be modified, of course, to meet the specific needs of a school.

Scheduling changes are usually linked to decreased reliance on the standard lecture-discussion-seatwork pattern, and an increase in individualization and creative teaching strategies. They are often part of a major restructuring effort.

WHAT ARE THE ADVANTAGES OF BLOCK SCHEDULING?

Larger blocks of time allow for a more flexible and productive classroom environment, along with more opportunities for using varied and interactive teaching methods. Other benefits listed by Jeffrey Sturgis (1995) include: more effective use of school time, decreased class size, increased number of course offerings, reduced numbers of students with whom teachers have daily contact, and the ability of teachers to use more process-oriented strategies.

In evaluations of schools using block scheduling, Carroll found more course credits completed, equal or better mastery and retention of material, and an impressive reduction in suspension and dropout rates. He posits improved relationships between students and teachers as a major factor. Every school in Carroll's study benefited from the changes, though not all in the same ways or to the same degree.

Positive outcomes multiply when four "year-long" courses are taught in longer time blocks, each

compressed into one semester, say Canady and Rettig. This pattern allows students to enroll in a greater number and variety of elective courses and offers more opportunities for acceleration. Students who fail a course have an earlier opportunity to retake it, enabling them to regain the graduation pace of their peers. Teachers have fewer students to keep records and grades for each semester, and schools require fewer textbooks. What's more, overall satisfaction in the learning process is greater for both students and teachers.

WHAT ARE ITS CHALLENGES?

All change is painful, say Gerald Strock and David Hottenstein (1994), and often controversial. The process of making the transition is probably the biggest challenge: building support for altering such a time-honored tradition, and finding/creating the planning time needed to make the change.

"Imposing a scheduling model on a school will not ensure success," states the Northwest Regional Educational Laboratory (1990). The lab recommends a minimum of two year's planning time before implementation, to make sure the new schedule meets the needs of all concerned.

Adequate staff development time is also essential, say Canady and Rettig. Teachers who have taught in thirty-five to fifty-minute time blocks for years need help in gaining the necessary strategies and skills to teach successfully in large blocks of time.

They observe that teachers who are most successful in block scheduling typically plan lessons in three parts: explanation, application, and synthesis. Most teachers have much less experience with the latter two phases than with the first. Teachers may also need training in cooperative learning, class building, and team formation.

WHAT ADVICE DO EXPERTS HAVE FOR MAKING THE CHANGE?

Before instituting major schedule changes, it's desirable to have a common vision, a good plan, and strong support of all stakeholders, says Carroll. Ideally, the superintendent, school board, principals, teachers, students, and parents should all be provided with opportunities to learn about the proposed innovations, and have plenty of chances to discuss the ramifications.

Canady and Rettig suggest the following:

- *A general presentation regarding the pros and cons of various models of block scheduling
- *Visits by teachers, students, parents, and school board members to schools having block schedules
- *Panel presentations by teachers from schools operating block schedules
- *Faculty discussion meetings, leading to a vote or consensus
- *Parent and community meetings
- *Assemblies for students conducted by students from other schools or by their peers who have

visited other schools

- *Distribution of relevant research data and implementation procedures

- *School board presentations and approval

- *Staff development focused on the appropriate design of curriculum and use of extended blocks of time for instruction

Attempting smaller changes minimizes the risks, they note, but creates less striking results and is also less likely to generate enthusiasm and commitment.

To be successful, the change must address a need, fit the teachers' situation, be focused, and include concrete strategies.

RESOURCES

Canady, Robert Lynn, and Michael D. Rettig. "Block Scheduling: A Catalyst for Change in High Schools." Princeton, New Jersey: Eye on Education, 1995. 266 pages.

Carroll, Joseph. M. "Organizing Time to Support Learning." "The School Administrator" 51, 3 (March 1994): 26-28, 30-33. EJ 481 309.

Cawelti, Gordon. "High School Restructuring: A National Study." Arlington, Virginia: Educational Research Service, 1994. 75 pages. ED 366 070.

National Education Commission on Time and Learning. "Prisoners of Time: Research." "What We Know and What We Need To Know. Report of the National Education Commission on Time and Learning." Washington, D.C.: U.S. Government Printing Office. September 1994. 60 pages. ED 378 685.

Northwest Regional Educational Laboratory, Rural Education Program. "Literature Search on the Question: What Are the Advantages and Disadvantages of Various Scheduling Options for Small Secondary Schools (High Schools and Middle Schools)?" Portland, Oregon: Author. January 1990. 24 pages. ED 329 385.

Strock, Gerald E., and David S. Hottenstein. "The First-Year Experience: A High School Restructures Through Copernican Plan." "The School Administrator" 51, 3 (March 1994): 30-31. EJ 481 309.

Sturgis, Jeffrey D. "Flexibility Enhances Student Achievement." "NASSP AP Special: The Newsletter for Assistant Principals" 10, 4 (Summer 1995): 1-2.

Watts, Gary D., and Shari Castle. "The Time Dilemma in School Restructuring." "Phi Delta Kappan" 75, 4 (December 1993): 306-10. EJ 474 291.

Thoughts on Consensus from Rick DuFour:

What is a standard of consensus?

Majority rules is not good. Strive for unanimity but you will have to settle for consensus. Everyone won't get on board. We have arrived at consensus when all points of view have been heard, and the will of the group becomes evident, even to those who most oppose it.

Common Mistakes:

Don't go it alone. Who supports the idea is more important than the idea itself. Include opinion leaders in the coalition.

Don't do it in large meetings. "A million conversations, one at a time." Large group settings allow the skeptics to dominate. Quick and loud and correct are two different things.

Don't pool opinions rather than building shared knowledge. Build and learn together. People of good faith will make good decisions on good information.

Behavior Focus:

Attitude is shaped by experience. Our experience is a result of our behavior.

Don't focus on attitude, focus on behavior because it is 7 times harder to change an attitude than it is to change a behavior. Research is firm that behavior leads to attitude.

The culture of your school is shaped by the worst behavior the leader is willing to tolerate!

Fist to Five Strategy:

Fist to five: 5 I will champion. 4 Strongly agree. 3 Agree. 2. Reservations. 1. Oppose Fist Veto... (Even though you don't have veto power).

What do you do if you see a fist? Here is a chance for you to address the group if you would like to do that and have us do fist to five again.

This tells us what the will of the group is. We need to avoid the parking lot lobbying with this. What if the leader really wants to do this, but the consensus is not to do it? Be sure to do all the homework, small group dialogue, school data sheet, etc. IF it is voted down, you need to continue to build shared knowledge. Pilot the process in departments and teams who would like to move forward with it.

Faculties don't like fist to five at first. They may have to write them down at first. You want to build transparency and trust. After a few times they wanted fist to five. Teachers are often more inclined to listen to a peer etc.

Now, what commitment do we need from teachers to make the proposal happen?

I promise to be a positive committed member of my team.

Promise to do what you say you will do.

A committed effort and attitude to make the proposal a success.

Follow through.

Don't give up. Continue through obstacles and difficulties.

Follow the timeline.

High School			CTE Center		
Schedule			Schedule		
8:00	9:10	1st period	8:00		
9:15	10:25	2nd period		10:00	120 min
10:30	11:40	3rd period			
Lunch 11:40	12:10	Lunch			
12:15	1:25	4th period	12:30		
1:30	2:40	5th period		2:40	130 min
2:45	3:05	Int./Ext.			
Friday					
8:00	8:55	1st period	8:00		
9:00	9:55	2nd period		9:30	90 min
10:00	10:55	3rd period			
Lunch 10:55	11:25	Lunch			
11:30	12:25	4th period	11:40		
12:30	1:25	5th period		1:10	90 min

1005 Instructional Hours plus optional 25 minute intervention/extension

70 minute class periods M-Th

55 minute class periods on Fridays

Richfield Academic Program

The model that has been proposed for the Snow College, Richfield Campus, is to convert our CTE programs to the Utah College of Applied Technology (not an accredited college program) and for Utah State University to take over the general education program like they did in Tooele and Price. The data in the table below illustrates why this is not a healthy choice for Snow College.

FTE Student Enrollment-Completion Data, Year Average 2009-2013

Sources: USU Eastern Data, USHE Data Book 2014; Snow College Data, Director of Institutional Research, Snow College; Snow Ephraim Data, USHE Data Book 2014; UCAT Data, UCAT Annual Report, 2013; USU Toole Data, USHE Data Book 2014; Toole ATC Data From Toole ATC Report, percentage below is from 2011 to 2013.

Institution	2009	2010	2011	2012	2013	% Change
USU Eastern	1129	1253	1064	869	413	-63.4%
USU Tooele	1364	1476	1496	1481	1401	+3%
Toole ATC			424	413	401	-5.5%
UCAT System	11,127	9,717	9,411	8,856	8,401	-24.5%
Snow College	3090	3417	3483	3537	3581	+13.7%

UCAT and Snow College Richfield Certification and Degree Comparisons

Source: UCAT Annual Report, 2013.

Institution	Non-credit Certification Programs	Accredited Certification Programs	Accredited Degree Programs
Bridgerland ATC	68	0	0
Davis ATC	33	0	0
Dixie ATC	37	0	0
Mountainland ATC	53	0	0
Ogden-Weber ATC	41	0	0
Southwest ATC	13	0	0
Tooele ATC	17	0	0
Uinta Basin ATC	22	0	0
Snow College Richfield Campus	0	30 (20 additional certificate programs going through state approval)	14 (3 additional degree programs going through state approval)

Existing Richfield Programs:

AAS=Associate degree in Applied Science

CC=Certificate of Completion

CP=Certificate of Proficiency

SC=State Certificate

ASB=Associate of Science, Business

*New Program Approved Last Year (15 new programs added last year)

Allied Health:

CNA SC

LPN CC

RN AAS

Pharmacy Tech SC

Business

Business ASB, CC

Marketing CP*

Business and Music Technology CP*

Entrepreneurship CP*

Outdoor Leadership and Entrepreneurship AAS*, CC*, CP*

Agribusiness CP*

Computer Information Systems

CIS AAS

Networking Technologies AAS, CP*

Network Administration CP

Advanced Networking Technologies CP*

Server Administration CP*

Advanced Server Administration CP*

Cosmetology

Nail Technology SC

Cosmetology AAS, CP

Industrial Technology

Industrial Manufacturing Technology AAS, CC, CP

Industrial Mechanics Technology AAS, CC, CP

Machine Tool Technology

Machine Tool Technology AAS

Transportation Technology

Automotive Technology AAS, 8-ASE Certification Programs towards testing and
8 student ASE test certifications
Diesel Heavy Duty Mechanics AAS
CDL SC

Welding Technology

Welding Technology AAS

New Programs Going through State Approvals (24 new programs):

Cosmetology Business AAS, CC
Automotive Technology 2 more CPs, 2 more CCs
Diesel and Heavy Mechanics 2 more CPs, 2 more CCs
Agribusiness AAS, CC
Business 1 more CC
Business and CIS CC
Nursing National RN certification
Composites (Industrial Technology) CP, CC
Welding Technology 2 more CCs
Machine Tool Technology 2 more CCs
Agrimechanics AAS, CC
CDL CP

After this year, we will have added 39 new programs with stackable credentials

Other Areas expanding:

CIS—added full-time faculty member this year

GE faculty: English, Math, Biology, Chemistry over the past several years

Chemistry Department chair is located in Richfield

State and national awards given to departments in the last year:

Allied Health/Nursing 3 students placing in top four in five areas at national
Conference in Florida

Skills USA state competition awards over the last five years:

1st place – 22 medals

2nd place – 16 medals

3rd place – 14 medals

4th place – 6 medals

National Skills USA; Students consistently have placed 1st, 2nd and 3rd for the past five years. student winners at state level competed and placed in welding and CIT

Four Cosmetology awards, include top winner at state competition (scholarship winner)

Michael Medley was informed on October 28th that he is the state IT teacher of the year for the state of Utah and has been nominated for the national ACTE IT teacher of the year.

BAT Dean is located in Richfield. He has oversight of several Ephraim programs including the Natural Resources Department, Outdoor Leadership program, Agribusiness and Farm and Ranch Management. In addition, the following chairs are located in Richfield and oversee both Richfield and Ephraim programs:

Nursing Director is located in Richfield (has Ephraim and Nephi facilities)

Business chair is in Richfield (Ephraim building)

CIS chair is in Richfield (also has Ephraim facilities in the Business Building)

Natural Resources chair has dual roles in Richfield and Ephraim

Outdoor leadership

Senior member of the Advancement and Tenure Committee is from Richfield

Chair and Associate Chair of Professional-Track Committee is from Richfield

General Education Committee natural science representative is from Richfield

General Education at large representative is from Richfield

Curriculum Committee science representative is from Richfield

Two members of the Faculty Senate are from the BAT division

The senior member of the Deans Council is from Richfield

Four members of the College Council are from Richfield

Two senior members of the ITAC Committee are from Richfield

Two members of the Strategic Planning Committee were from Richfield

Richfield has its own Teaching and Technology specialist

Sevier Valley Center is returning to full Richfield campus oversight and ownership

Delta Applied Technology receives IVC and uses equipment from Richfield on a rotating basis

In the past four years, Richfield campus has led the College in grants success, earning twice as many grants as the Ephraim campus

General Notes on Campus Integration

Director of Facilities Services for the College is Richfield staff

Assistant Controller of the College is Richfield staff

College Grants and Compliance Officer is Richfield staff

College Career Services Director is in Richfield and has an Ephraim assistant

Vice President of Student Services is Richfield and Ephraim-based

Scale Score Overall Performance

SAGE Proficiency and Norms

Level:	1	2	3	4		
	Below Proficient	Approaching Proficient	Proficient	Highly Proficient	District Average Score	State Average Score
ELA Grade 3	100-290	291-333	334-405	406-625	324	320
ELA Grade 4	100-322	323-377	378-441	442-675	350	358
ELA Grade 5	100-360	361-409	410-464	465-700	386	390
ELA Grade 6	100-393	394-433	434-492	493-725	398	416
ELA Grade 7	100-403	404-449	450-513	514-750	407	429
ELA Grade 8	100-415	416-470	471-532	533-800	437	445
ELA Grade 9	100-429	430-486	487-558	559-825	434	456
ELA Grade 10	100-453	454-497	498-573	574-850	468	466
ELA Grade 11	100-456	457-512	513-590	591-875	459	475
Math Grade 3	150-296	297-316	317-336	337-450	316	310
Math Grade 4	150-325	326-348	349-375	376-500	342	343
Math Grade 5	150-359	360-383	384-415	416-575	380	372
Math Grade 6	150-396	397-431	432-463	464-625	400	408
Math Grade 7	150-414	415-449	450-498	499-650	432	436
Math Grade 8	150-446	447-498	499-553	554-750	471	471
Secondary Math I	150-477	478-534	535-590	591-800	452	485
Secondary Math II	150-506	507-583	584-647	648-875	515	519
Secondary Math III	150-549	550-610	611-679	680-900	556	544
Science Grade 4	675-819	820-839	840-855	856-990	824	833
Science Grade 5	675-819	820-839	840-855	856-990	830	836
Science Grade 6	675-819	820-839	840-863	864-990	831	835
Science Grade 7	675-819	820-839	840-853	854-990	827	833
Science Grade 8	675-819	820-839	840-853	854-990	836	836
Earth Science	675-819	820-839	840-865	866-990	829	831
Biology	675-819	820-839	840-857	858-990	827	829
Chemistry	675-819	820-839	840-864	865-990	820	834
Physics	675-819	820-839	840-877	878-990	833	834

SAGE LANGUAGE DATA[illegible]

SAGE MATH DATA

[illegible]

SAGE SCIENCE DATA

South Sevier

[illegible]**RICHFIELD**[illegible]

NORTH SEVIER

[illegible]

KOOSHAREM

[illegible]

SAGE SCIENCE DATA

[illegible]

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #6. – CLOSED MEETING (2)

NOVEMBER 12, 2014 – BOARD MEETING

ITEM #7. – ACTION ITEMS

- Sevier School District Administration Building
- Other